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Contents for March, 1940

Cover Picture—Indian Pottery-maker near Santa Fe,
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The Spirit of the School	7
J. C. Reinhard	
CTA Honor Schools: 100% Enrollment	38
Hawaii's University at Honolulu	2
Roy E. Petersen	
Changes in School District Boundaries	10
Alfred E. Lentz	
The Public Library and the Schools	11
Arthur L. Corey	
A Student's Suggestions on Effective Teaching	13
Arthur D. Browne	
The Child's Health Should Come First	14
Ray Lyman Wilbur	
Last Day of School at Helsinki, Finland	15
W. L. White	
Samuel W. Robertson of Santa Barbara	15
CTA Classroom Teachers Department	16
Lottiellen Johnson	
The National Youth Administration in California	17
Elmer H. Staffebach	
California Public Schools Week Observance	20
Joseph Burton Vasche	
Coins and History: A New Educational Project	22
Nadine Hammond	
Still Camera in Biological Teaching	24
Loris C. Oglesby	
Public Relations Through Adult Evening Schools	26
James L. Summers	
Physical Education at Castlemont High School	28
C. H. Street	
Creative Expression in San Diego County	30
Hazel Tripp	
Vocational Day Program at Taft	31
Leon Reisman	
John G. Imel of San Diego County	32
Ada York Allen	
A Successful Clinic for Music Teachers	33
Max L. Gelber	
Teaching the Migratory: CTA Central Section	34
W. G. Anderson	
NEA Science Teachers Department	36
I. L. Jones	
Spelling as a Muscular Habit	37
Joe Glenn Coss	
Junior High School Industrial Arts Teachers	39
Louie S. Taylor	
Santa Barbara County Schools Radio Curriculum	40
Muriel Edwards	
CTA Central Coast Section News Notes	41
Marjorie Dunlap	
Hobby Crafts in the Elementary School	42
William Dresbach	
Winter's Farewell—a Poem	43
Frances Schumann Howell	
Western Summer Schools: 1940	44
The Builders—a Poem	48
A. C. Phillips	
Index to Advertisers: Coming Events	48, 3d Cover



LESS than 300 years ago, Hawaii lay at the end of the earth. What prompted the first Polynesians to venture the reckless voyage from the south in seemingly frail and small outrigger canoes, to find Hawaii's volcanic peaks and green valleys in the middle of a world of salt water, will never be known.

But today, as the crossroads of the Pacific, port of call of ships of all nations, just overnight from San Francisco and five days from the Orient by trans-Pacific clipper planes, Hawaii can be called anything but isolated.

A similar comparison, not particularly in years but in importance, may be made of University of Hawaii, the only institution of higher learning within 2,400 miles.

Less than 33 years ago, the then-called College of Hawaii came into

being with a student-body of 5 freshmen, a faculty of 12 and an acting librarian, all a bit timid at such auspicious beginning.

But today, with a student-body of 2,700, and a summer session enrollment of 1,400, University of Hawaii can feel itself anything but modest.

Perhaps the most interesting part of the distant University of Hawaii, with its tropical setting in the "middle of the Pacific," is its cosmopolitan student-body. Far different from anything on the mainland, the character of the student-body, with its mixture of Anglo-Saxon, Chinese, Japanese, Korean, Hawaiian, Portuguese and others, is a stimulating experience to professors and students alike.

After listing 11 institutions as the great universities of the United States, Edwin R. Embree, president of Rosenwald Fund, declared:

"The most exciting American institution

for the general undergraduate student is the University of Hawaii. Situated on the slopes of the picturesque volcanic hills of Honolulu, at the crossroads of the Pacific, this youngest of our state universities offers sound instruction in the conventional subjects and a stirring education in world citizenship obtainable nowhere else.

"Among its educational influences is the presence of considerable numbers of able and attractive Japanese and Chinese students who guarantee an intellectual competition stimulating and often distressing even to the best of Nordic brains. A smaller number of Polynesians and a few students from Australia, New Zealand, the Philippines, and other Pacific countries combine to make this the most cosmopolitan of American colleges."

University of Hawaii is most famous for its work in tropical agriculture, for its research into biological and sociological problems for the intermingling of races, of its Oriental Institute, combining the study of East and West for scholars of the world,



At University of Hawaii, light and shadows from the modernistic design of the new Student Union Building frame this view of Teachers' College in the background.—Pan Pacific Press Photos.

and for its volcano laboratory with far-reaching and exacting studies of volcanology.

With some of the finest research men in the pineapple and sugar industries of Hawaii on the staff to supplement the resident faculty, the University has the leading Graduate School of Tropical Agriculture in the United States, and grants a Ph.D. in that field of study. The only comparable institution in the English-speaking world is the British University of Trinidad.

Dr. David L. Crawford, this past summer elected vice-president of National Association of State Universities, has fostered the unique Oriental Institute of the University. It is natural that the study of the cultures of Orient and Occident be carried out simultaneously in Hawaii. The Orient is a living reality and not just a research project. Among the early generations of Japanese or of Chinese in Hawaii, the student may see Eastern culture in perspective. One may become acquainted with the religious life of the Japanese and Chinese by visiting the 25 Buddhist temples and 35 Shinto shrines and 4 Chinese temples in Honolulu, and by attending the services, the ceremonials, and the festivals.

Troupes from Japan and China are presented in programs of drama in native theatres. There are many places where one may study Oriental music, gardens, dances and flower arrange-

ments. Honolulu Academy of Arts possesses fine collections of Japanese and Chinese Art. Honolulu is not a large city, and these various phases of Oriental life are not lost as would be the case in cities of large size.

Hawaii has long been considered a laboratory for obtaining more exact knowledge about racial characteristics, racial mixtures, race relations, and the effect of environment upon hereditary cultures. All this has thrown upon the University a responsibility which it has been carrying with respect. Racial studies have been actively pursued for several years with important results. To support these investigations, Rockefeller Foundation and Carnegie Corporation have helped with annual grants.

Tropical foliage and modern buildings make the campus of Hawaii University at Honolulu attractive. Left, Gartley Hall, and right, Atherton House, men's dormitory.



The faculty of the University of Hawaii has always been outstanding with professors chosen from mainland, European, and Oriental universities.

In addition to distinguished resident faculty, America's farthest west university brings many important educators for its summer sessions.

The 1940 summer school will have the following among its visiting instructors: A. B. Butts, chancellor, University of Mississippi; Stephen Duggan, director, Institute of International Education; Charles R. Morey, professor of art and archaeology, Princeton University; Walter Posey, professor of history at Birmingham-Southern College; William W. Wattenberg, managing editor, Chicago Schools Journal, and professor of education, Chicago Teachers College; A. T. Weaver, professor of speech, University of Wisconsin; Paul Witty, professor of education, Northwestern University; Frederick Taubes, noted New York painter; Beno Gutenberg, professor of geophysics, California Institute of Technology.

University of Hawaii summer session draws from all parts of the mainland and the world, scholars who wish to combine their summer education with a vacation in Hawaii. Unusual opportunities for recreation are afforded by swimming and surfing at famous Waikiki, visits to giant fern forests, and tours to Japanese, Hindu and Chinese bazaars. Short excursions to the other islands are usually taken by students who wish to see the volcanoes, Mauna Loa and Mauna Kea, and the lush tropical valleys of other islands.

University of Hawaii's reputation of being "the most exciting American institution" is well founded!

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WHEN Robert Louis Stevenson, on the cypress-studded coast of Monterey, dreamed of Treasure Island he did not realize that he was introducing a theme that some 30 years later would focus the eyes of the world on the bay of St. Francis and make of California the Mecca for tens of thousands of tourists in quest of beauty and the Magic City of the Golden Gate.

The Aladdin island of the Exposition will be the lure of millions of persons again in 1940. With gorgeous pageantry, it will emerge from the dreamland of winter on May 25 to offer the world a magnificent spectacle of color with new educational and cultural exhibits, with new headline entertainment, with new foreign representation and with a new Gayway of frolic and fun.

Indeed, the Exposition of 1940, while it will retain most of the cultural and educational features of its predecessor, will offer many headline attractions which are distinctly its own. Its theme girl will be Miss Streamline and its dress, gayer than ever, more brilliant of hue, the epitome of modernity from the resplendent Tower of the Sun to the geometric designs on pillar, wall and dome. Over this jeweled city presides Pacifica, benignant goddess of the great sea.

The builders of the Exposition of 1939 did their work well and the rains and winds did little to mar the beauty of the exhibit palaces and the statuary that lines the fountains and lagoons. Time and Nature, too, have improved the velvet texture of the lawns, the foliage of tree and shrub and hundreds of thousands of new bulbs and plants are being hidden in the newly-turned soil to burgeon and bloom with the early days of the Fair.

There is hurry and bustle on Treasure Island now. Exhibit palaces are being prepared and carpenters, plumbers, painters, electricians, gardeners and a host of other craftsmen are working with architects and artists to get everything in readiness for the

pleasure of the World and his wife and children.

Treasure Island will derive much of its daytime color from the floral displays in its many gardens. Under the direction of E. C. Gould, more than half a million annuals are being planted, timed to reach maturity when the Exposition of 1940 gets under way. The fluorescent illumination of the island by night will have new colors and new and more amazing effects worked out by engineers of the General Electric Company. The scintillator which flashed a canopy of light from Yerba Buena Island, will be moved to a new location where the battery of 36-inch search-lights, each of 60,000,000 candle-power, will have a far more sweeping scope.

In the Fine Arts Palace will again be housed choice treasures of the art world. The miniature rooms, a feature of the 1939 Exposition, will return with many added settings of American design.

Central edifice of the chain of huge buildings is the Tower of the Sun, 400 feet in height. It rises in majestic simplicity over the central group of exhibit palaces. These are massive structures, embodying the architectural ideas of western civilization. Pyramid and dome, castellated turret and vaulted arch reflect characteristics of ancient Malayan, Incan and Cambodian peoples from the ancient buildings that bordered "the unknown ocean."

Around the Tower of the Sun are garden-lined paths, that lead through the Court of the Seven Seas, the Court of Flowers, the Court of Reflections, the Court of the Moon, the Court of Pacifica and Treasure Gardens, broad concourses of color and fragrance where Beauty has her dwelling place.

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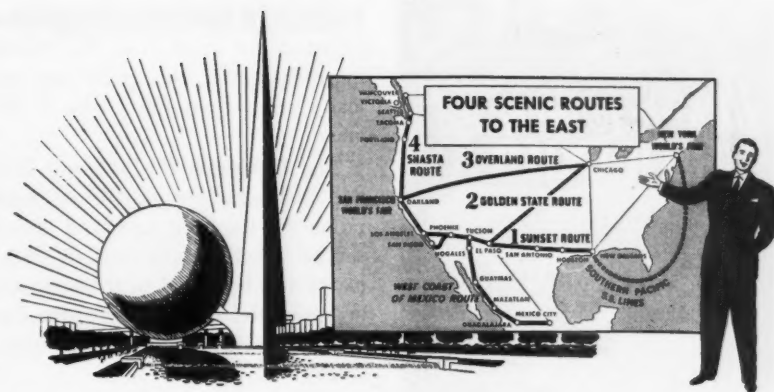
GREAT pyramidal towers sculptured in broad, massive lines, look out on the Portals of the Pacific. Here the symbolic figure is the elephant, suggesting the eastern lands linked to the mighty west by the waters of an ageless sea.

Without a single light source visible to the eye, the night illumination of the Exposition is a masterpiece of engineering genius. The glowing pastel shades, reflected from the mica-coated walls of the buildings, lend to the structures a third dimension that makes the entire sweep of massive masonry seem literally to float in the dark waters of the Bay. The soft fluorescent colors give an eerie enchantment to the scene, even more beautiful by night than in the brilliant sunshine of the day.

More than 9,000 flood-lights are employed in painting this kaleidoscope of color at night. There are fluorescent tubes of green, blue, pink and amber and pigments which flame into gorgeous beauty under the touch of the ultra-violet black light to change a picturesque grouping of figures into an amazing, living thing of dazzling hue. Under-water lamps and gigantic cylindrical lanterns, 86 feet high, are also used with telling effect.

By mixing neon gas light with that of mercury elements, the effect of sunlight is secured and for Treasure Gardens, a moonlight glow is attained by the use of Aladdin lamps among the foliage.

A strange sense of movement in the statuary, panels and murals is attained by fluorescent paint combined with lights that change in color from time to time. Down the Gayway, fun zone of the Fair, bright lights are in evidence and the spirit of the crowds reflects the sparkle of incandescence that makes everything of note in this



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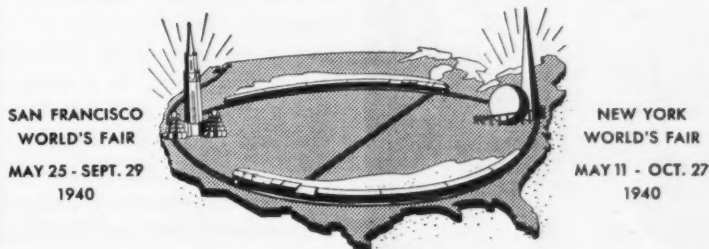
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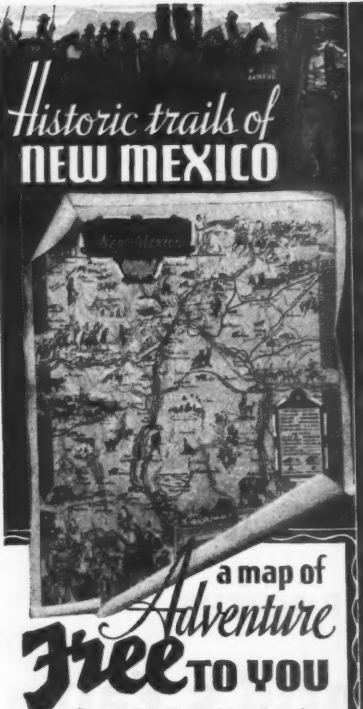
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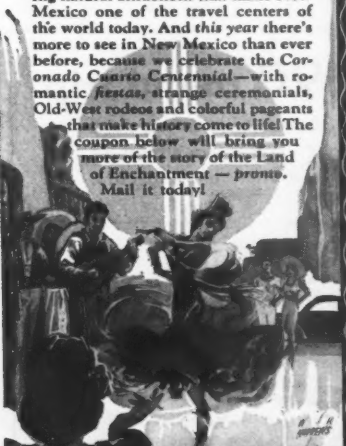


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The Exposition of 1940 will have the advantage of a year of acclimatization for its 4,000 trees and 70,000 shrubs. Thousands of new flowering plants will be added to those already in so that the opening day of the Fair will see Treasure Island gardens in full bloom.

A Magic Carpet

A magic carpet of mesembryanthemums covers 25 acres along the entrance facade; there are acres of lawns and in the waters of the many fountains are water-flowers of every description. More than a half-million bulbs, including tulips, daffodils, hyacinths, iris and dahlias, will burst into color and fragrance as the Fair of 1940 dawns.

In the Court of Flowers are 45,000 specimens of 46 different varieties, with gold as the predominating hue; in the red Court of Reflections are more than 93,000 plantings and, in the dazzling Court of the Moon, with blue and white as the central color, are 148,000 plants. Yellow and white are the hues of the Court of the Seven Seas with 215,000 plants.

SUCCESSING the remarkably successful historical drama Cavalcade of the Golden West will be the Cavalcade of America. This will trace the development of the United States westward from the landing of Columbus to the days of the gay nineties. Scene after scene, on a grand scale, will portray the pages of history in vivid and spectacular panorama.

In addition to the regular features of entertainment, every week of the Exposition of 1940 will have headline entertainment of radio, stage or screen. Name bands, great singers, and stars of the white lights of New York's Broadway and Hollywood's kleigs will have a part in making the new Treasure Island outstanding in the year's record of entertainment.

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J. C. Reinhard, Principal, Hollenbeck Junior High School, Los Angeles

ONE has often heard the remark, "The spirit of that school is fine." Every student body has an individual spirit which is directly traceable to the faculty and principal.

Just as surely as the principal establishes the esprit de corps of the faculty, just as surely does that something in the faculty definitely form the spirit of the student body. If only there could be found a recipe for developing and keeping alive this esprit de corps, the cause of education would be greatly benefited.

Just what are the attributes of a faculty that functions one hundred per cent?

Happiness, cheerfulness, willingness to work without being driven, neighborliness, helpfulness one to another and to a stranger in their midst, a feeling of oneness — of belonging, of gladness and thankfulness that they have the chance to teach, a desire to learn and use the best methods, and to do everything possible for the good of the child. These attributes mysteriously sift from the faculty to the student body and then you have that fine school spirit that is so much to be desired.

Perhaps we should even extend this to the superintendents and members of the Board of Education, for their attitudes also may do much toward raising or lowering the morale of the teachers and principals and thus in turn affect the pupils.

Study the spirit of the principal of a school and you will find there the answer to the spirit of the student body. Therein, to my notion, lies a principal's real, fundamental work — to develop and maintain a fine spirit that may be felt throughout the school.

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* * *

Western Pacific

EARLY in February the San Francisco passenger office of Western Pacific Railroad Company was moved to larger quarters at 299 Post Street, diagonally across Union Square from the old location at Powell and Geary.

This is the headquarters of the Exposition Flyer, the new crack train to Chicago, inaugurated last year and continued this year, partly because of the 1940 Golden Gate International Exposition, but mostly because the train has proven so popular with the traveling public.



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HELP FOR EUROPE'S WAR VICTIMS

R. E. Gillette, Director, Junior Red Cross, Pacific Area, San Francisco

MONTHS of war have laid a heavy hand on Europe. At this writing, five nations are engaged in hostilities; one nation has fallen; at least six others are harboring refugees. As the war is prolonged, needs for relief from the outside world daily grow more acute.

Europe's gravest relief problems today center around the mass movement of populations and the confusion resulting from the disorganization of national life. To fulfill its international obligations, American Red Cross has set up an emergency fund of \$1,000,000 for impartial relief of the war-stricken.

The picture of students in the Central Trade School, Oakland, is the first we have received of Junior Red Cross members engaged in producing articles for refugees and other victims of the war in Europe. We know, however, that many are already helping with the production programs being carried on in most every Red Cross Chapter throughout the country.

In an effort to meet the growing needs, the American Red Cross has undertaken a garment production program through its Chapters. It is natural that the Junior Red Cross members of the Red Cross in schools, with their teachers, who have come to look on the children of other nations as friends through more than 20 years, should desire a share in this relief work. It is interesting to remember now, that at the time of the Mississippi flood, children of Poland sent a gift of several hundred dollars to be used in behalf of the American children affected.

A special project for American Junior Red Cross sewing for refugees, announced to Red Cross Chapter and school officials in ARC bulletin 688, has been worked out by American Red Cross Headquarters staff in cooperation with Home Economics Ed-

ucation Service of United States Office of Education. *Bulletin 688 lists articles needed for children and gives complete directions for undertaking this useful program.* American Junior Red Cross feels that the part taken by Junior members should not divert them from their educational activities, but should be carefully planned to advance desirable skills at the same time that, through united effort, the young people are materially helping to reduce the widespread suffering abroad.

That this work is really needed is shown by the following excerpts from a report by Ernest J. Swift, vice-chairman of American Red Cross, after a three-months survey of relief needs in Europe:

"Refugees from Poland present a particularly difficult problem. They are scattered throughout the Balkan countries while the Baltic States also have their share. Altogether there are more than one hundred thousand Polish refugees, both military and civilian in Latvia, Lithuania, Hungary, Yugoslavia and Roumania. In all of

these countries the American Red Cross has furnished warm clothing, medical and surgical supplies and in some instances food, their aid being supplemental to that furnished by governmental and private agencies.

"Little Finland also needs all the help the Red Cross can give it. In the early days of the conflict with Russia, the American Red Cross sent supplies by airplanes to the Finnish Red Cross and supplies will continue to be sent. The latest news comes from Wayne Chatfield Taylor, Red Cross Representative, now in Finland, to the effect that there is need not only among the wounded but also among the civilian population which has been forced to evacuate many cities because of the bombing of enemy planes."

THIS program provides a real opportunity for teachers and students alike to participate in a practical program designed to prevent suffering among those children who, along with their parents, have been forced from their homes in war zones, as well as potential war zones.

This sharing process is one of the fundamental ideals of American Junior Red Cross. It is through this practical expression of sympathy and good will that boys and girls, young men and women the world around, will come more and more to think of each other as neighbors.

Members of the power sewing class at Central Trade School, Oakland, taught by Pauline Krasuski. In the picture the girls are shown working on boys' shirts which are to be sent to the Finns. The class is also making children's dresses. Miss Krasuski is shown in the picture giving one of the girls some instruction. This class made 34 shirts in January.



Visit Glacier Park

ALL railroads are preparing for an unusually large passenger traffic this coming summer," says Arthur L. Scott, San Francisco general passenger agent of the Great Northern Railway.

Mr. Scott recently returned from Seattle, where he attended a Great Northern meeting called to determine ways and means of handling the heavy traffic that is anticipated.

The Great Northern expects more than its share of this travel owing to the recreational facilities and spectacular scenery available in Glacier National Park, which is served exclusively by its air-conditioned train, the Empire Builder.

Glacier National Park will open for the 1940 season on June 15, at a time when thousands of Americans will fare forth for Golden Gate International Exposition and New York's World Fair, with side trips to scenic attractions en route.

Social studies teachers will be interested in *Project for the Study of the Organization of Peace* and announcement from Columbia Broadcasting System of its series of radio talks under leadership of Dr. James T. Shotwell, chairman of the Commission to Study the Organization of Peace. Study-outline (31 pages) and a package of seven pamphlets and reports (270 pages), covering the field of study, may be obtained for 25 cents by addressing Dr. E. Guy Talbott, field secretary, World Alliance for International Friendship Through the Churches, 68 Post Street, room 325, San Francisco.

Dr. Talbott is widely known throughout the West for his work in the field of peace. He states that "this is the most important project for world peace undertaken in the United States since the World War. It is desired that local study groups be started in every community. It is a democratic educational process."

Arithmetic Games

FUN-D'DRILL Arithmetic Games, the games that put the Fun in Fundamentals, are all that their name implies. There are four—addition, subtraction, multiplication and division. Each is a drill in one of the fundamental processes in which must appear every combination the child has had. They take the place of flash cards, pages of combinations and other drills.

Two to five may play. Each class must have its own sets of cards, except classes that know all their combinations and are using the cards to gain speed.

At first the children play with only the combinations and answers that they know.

When a new combination is presented, after counting objects and using number stories, the children may fix the combination in their minds by filling a sheet of paper with the combination and its answer. Then the two cards, the combination and its answer, are placed with the cards with which they play.

Besides providing fascinating, competitive drill for pupils learning their combinations, Fun-D'Drill Arithmetic Games are excellent for remedial work. The slow have a chance. No players are left on the side lines.

These games require no supervision, are played quietly, and may be used with any text. For further details address the inventor, Mrs. Anita V. Emery, 2755 Monroe Road, Santa Rosa.

National Institute of Credit

NATIONAL Institute of Credit, San Francisco chapter, holds praiseworthy educational monthly meetings, San Francisco Board of Trade Auditorium, 444 Market Street, 6:30 p.m.

California school-people interested in the important fields of credit and credit management are invited to visit one or more of these sessions, at their convenience. Further details may be obtained by addressing J. H. Early, chairman of the educational

committee, at 604 Mission Street, room 702, San Francisco.

Of the forum type, each meeting is under leadership of some one leader in his chosen field. Here is an excellent opportunity to witness the modern Credit Executive in action.

The National Institute of Credit, through these local educational programs, is making a highly meritorious contribution to the progressive self-training of credit men.

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SCHOOL DISTRICTS

THE REVIEW OF PROPOSED TERRITORIAL CHANGES IN SCHOOL DISTRICTS

Alfred E. Lentz, Legal Advisor, California Teachers Association

IN January of this year a procedure was invoked, for possibly the first time in California, which may well be given consideration as a successful method of arbitrating disputes arising over proposals to effect changes in the boundaries of school districts.

During the latter part of 1939 a petition was presented to Kern County Board of Supervisors under School Code sections 2.480-2.497 petitioning for the calling of an election in Belridge Elementary School District to determine if that district should be transferred from Kern County Union High School District to Taft Union High School District. All these districts are located in Kern County. Belridge Elementary School District has an assessed valuation of approximately \$20,000,000 and the proposed transfer of the district was of very considerable moment to the high school districts concerned.

The School Code sections cited provide, in brief, that an elementary school district in one high school district may, under certain conditions, be transferred to another high school district if two-thirds of the electors of the elementary school district voting at an election held for that purpose, vote in favor thereof except that the governing board of the high school district from which the elementary school district is transferring may protest the transfer to the county board of supervisors having jurisdiction in which event a board of review composed of three county superintendents of schools of non-contiguous counties appointed by the Superintendent of Public Instruction shall make a final determination of the matter.

The election petitioned for was called and held and more than two-thirds of those voting at the election voted in favor of the transfer of Belridge Elementary School District to Taft Union High School District. Thereafter, in accordance with School Code sections 2.487 and 2.488, the governing board of Kern County High School District in due time protested the transfer of Belridge Elementary

School District. Subsequently, under School Code sections 2.488-2.497, the Superintendent of Public Instruction appointed a board of review composed of three county superintendents of schools of counties not contiguous to Kern County.

The members of the board of review were Edgar E. Muller, county superintendent of schools of Alameda County, J. E. Partridge, county superintendent of schools of Butte County and Ray Adkinson, county superintendent of schools of Orange County. As required by the sections cited, the governing board of Kern County Union High School District, the protesting district, paid the actual and necessary traveling expenses of the board of review from the funds of that district.

The board of review held a public hearing and devoted two days to a study of the situation, after which it submitted its report to Kern County Board of Supervisors. The report of the board of review was, in substance, that the general welfare of the districts and the pupils involved would be best served if Belridge Elementary School District was not transferred to Taft Union High School District, and recommended that the transfer be not made. The Board of Supervisors, as required by law, acted in accordance with the recommendations of the board of review, and denied the transfer.

The reports coming from Kern County show a general acceptance by everyone concerned of the findings of the board of review and the existence of the feeling, generally, that the board of review dealt fairly and honestly with the problem presented to it, and that to the existence and work of the board of review was due the satisfactory settlement of a very real problem.

As has been stated, this was, so far as records are available, the first time that a board of review had been called into being to determine the question of whether or not an elementary school district should be trans-

ferred from one high school district to another although the procedure has been a part of the law relating to the transfer of an elementary school district for many years.

Such a procedure is not, however, provided for in any other law relating to school districts, and as a consequence there has never existed the opportunity to settle through an agency provided by law and familiar with the public school system and its objectives, the disputes which so often arise when attempts are made to add, or remove territory to or from a school district. The satisfaction with which the work of the board of review in the case discussed was received, lends strength to the belief that the same procedure, or a similar procedure, could be used very effectively in all cases where two districts become involved in a dispute over territory.

The numerous measures introduced in the 1939 session of the Legislature, having a special effect, attempting to deal with situations which have arisen in various sections of the state, show, beyond any doubt, that problems do exist and that the attempted settlement of these problems by the Legislature is not the most satisfactory procedure.

If, however, legislation could be enacted providing, as do School Code sections 2.480-2.497 in the case of the transfer of an elementary school district from one high school district to another, for the arbitration of disputes arising between districts over territory, it is probable that the great majority of the disputes could be settled amicably, satisfactorily, and lastingly.

IN any event, the matter is one well worth the consideration of governing boards of school districts and of school administrators and the possibilities of legislation to extend the arbitration of territorial disputes of school districts should be carefully and conscientiously examined.

* * *

Teachers Association of San Francisco is presenting a lecture series, *Today's World*, at the High School of Commerce Auditorium, concluding May 22. Speakers at remaining programs are Albert Lynd, Brother Leo and N. Wing Mah. Mary J. Sweeney is president of the Association and Sylvester L. Kelly is chairman of the education committee. An attractive leaflet issued by the committee gives complete details of this noteworthy course.

Sierra

EDUCATIONAL NEWS

JOHN F. BRADY *President*

ROY W. CLOUD *State Executive Secretary*

VAUGHAN MacCAUGHEY *Editor*

California Public Schools Week — 21st Annual Observance —

April 22-26

VOLUME 36



MARCH 1940

NUMBER 3

C. T. A. CONSULTING GROUPS

MARCH THEME: PUBLIC LIBRARIES AND THE SCHOOLS

Arthur F. Corey, Los Angeles; Director, C.T.A. Consulting Groups

The problem: Library service, although extremely important in any program of mass education, is poorly supported and in many areas is quite inadequate.

What is the responsibility of the schools in remedying this situation?

Is more effective co-ordination of public and school library agencies desirable and if so what can the schools do about it in California?

THE American people spend, on the average, about 37 cents per capita for library service. Eighty-five million people in the United States live in areas where library service is very inadequate. Of this number 45 million, or nearly 40% of the total population, live outside of public library service areas.

The urban population is relatively well cared for, but the provision of library service for the third of the Nation living in the country and small towns is an immediate necessity which cannot be ignored by educators.

California Situation Is Not Typical

California, as early as 1911, attacked the problem of rural library service by the passage of the County Library Act. This enactment made it possible to tax the property of the whole county as a basis of library sup-

port. County libraries are now in operation in 47 of our 58 counties. This means that the public has library service available in most of rural California.

The familiar sign of the Branch County Library may be seen, even in the most remote communities, all over the state. The law also permits school districts to contract with the county library for service. The result has been a state rural school library situation generally recognized as unsurpassed.

Libraries Like Schools Show Administrative Confusion

The confusion of administrative organization which exists in our variety and mul-

tiplicity of school districts and governing boards is paralleled at least partially in California public library practice. The leadership in library service, as in the schools, is urging larger geographic areas as units of administration.

In some communities county, city and school libraries have been combined for efficiency and economy. The law makes such co-ordination possible and school people should be eager to explore the possibilities of such unification wherever conditions make it feasible.

Analyzing the Problem

It has been suggested that library service in California could be improved in three ways. The first two of these areas can well be attacked by the schools. The third phase of the problem must find leadership within the library profession, but where such leadership is offered it can be encouraged by educators.

1. Could various levels of school library service be co-ordinated?

In many communities at least three independent school library services may be found. The elementary, high school and junior college libraries operate without co-operation in book purchases, circulation or administration. In many counties there is an additional service known as the County Teachers Library operated by the County Superintendent of Schools.

2. Could school and public library services be co-ordinated more effectively?

In spite of the fact that about half of the borrowers in public libraries are students, many schools make no attempt to co-operate with these agencies to make their

Who Uses the Public Library?

Borrowers at public libraries are divided roughly into the following groups (Percentages):

Students in the schools.....	50%
Housewives	15
Professional people	5-10
Adult masses	25-30

Libraries and Schools have common problems.

Data from John Chancellor,
American Library Association.

service more effective in the educational program.

3. Could the various existing public library agencies be reorganized for better service?

Many counties now supporting separate city libraries, county libraries, law libraries, and district libraries might offer better service if united into one all-inclusive library service.

School and Library Unification Suggested

The President's Advisory Committee on Education (Reeves Report) suggested that at least in rural areas in the future "the schools and libraries must be operated as a unified service" and that "the public library must be brought into a closer relationship with the school." The Educational Policies Commission "foresees the ultimate unification of all public educational activities under a public education authority . . . embodying the activities now carried on by school, library and recreation boards."

These proposals have met vigorous criticism from leaders in library service—being characterized as "the lion lying down with the lamb with the lamb inside the big cat." It has been argued with justice that until educational authorities have a more comprehensive view of the whole problem of library service such unification would be unwise and impossible. It has also been suggested that in California a general acceptance by the schools of county library service would approximate unification without any additional legislation and with benefit to both education and library service.

What Can the Teacher Do About It?

Teachers should take advantage of every opportunity to recognize the librarian as a fellow educator. Teachers can know and understand the organization and financial support of both public and school library agencies. In the classroom they can stimulate the widest possible use of all facilities available and as citizens they can marshal public opinion for more adequate library service.

Suggested Readings

America's Too Public Libraries, Nock, Albert, The American Mercury, 47:479, Aug. '39.
California's School Libraries, Potter, Wilson Library Journal, 14:142, Oct. '39.

PUBLIC SCHOOLS WEEK

A PUBLIC SCHOOLS WEEK PROGRAM

Ellen M. Bertie, Principal, Calaveras County; See also Page 20

A NUMBER of the parents (mothers) of our school children are employed outside their homes. For this reason it has not been easy for them to visit school. Last year we solved the problem by "featuring" the work of the various grades on the days that we had learned by personal contact, would enable them to visit.

Due to this cooperation on the part of the parents, all but three were able to make at least one visit. (Note: They visited the following week!) A few of the fathers were able to come and did! Many of the parents visited twice.

Special Committees by Rooms

Special committees were appointed in each room to arrange the exhibits in art, woodwork, sewing, social studies, sand-table, and Best Work corners. A flower committee brought and arranged fresh flowers daily.

Each child played host and hostess to his parents, providing a chair, and presenting the visitor's record for signatures. He also took the initiative in showing penmanship booklets, library reading records, spelling records, health chart, library nook, etc.

The following letter was sent to the parents and friends:

Valley Springs

Dear

This week is Public Schools Week. Once a year a week is set aside when the schools hold "open house" and the parents and general public are invited to come to the school and become familiar with present day educational methods.

No special entertainment is being offered. We want you to see the school as it is being operated daily. The program will be varied to accommodate parents who are in business or whose time is limited generally.

The following schedule will be followed:

Primary

Wednesday: 10:00 A.M.-11:30 A.M. Grades 1 and 2.
Thursday 10:00 A.M.-11:30 A.M. Grades 2 and 3.
Friday: 10:00 A.M.-11:30 A.M. Grade 3.
Every day from 2:30 P.M. on—the work of Grade 4.

Upper Grades

Wednesday: 11:30-12:00. Music and Folk Dancing.
2:30-3:30. Social Studies.
Thursday 11:30-12:00. Music Appreciation.
2:30-3:30. Current Events.
Friday 10:00-11:00. Oral Reading and Reading Tests.

On Friday from 1:15 on, the children of the primary will present some dramatizations involving daily work in Oral English and Speech, some songs, and the Rhythm Band.

The upper grades will present some two-part singing and Folk Dancing.

We urge you to come and visit as many classes as possible.

Cordially yours,

Ellen M. Bertie, Principal.

California State Library, Henderson, Library Journal, 64:481, June 14, '39.

Community Library Service, Coolidge, C., NEA Proceedings, 1939, p 110.

Consolidating Town and School Libraries, Haile, M. V., Wilson Library Bulletin, 13:712, June '39.

Cooperation between Public and School Libraries, Shortess, L., Library Journal, 64:45, Jan. 15, '39.

County and Regional Libraries, Gannt, E., School Life, 24:186, March '39.

County Library and the Rural School, T. J. Durell, Library Journal, 63:628, Sept. 1, '38.

Extension of Library Facilities in Rural Areas, Wilson, L. R., School and Society, 49:364, March 25, '39.

Joint Public School Library, Grosse Point Park, Library Journal, 65:72, Jan. 15, '40.

Librarian Chats with Faculty, Minster, NEA Journal, 28:281, Dec. '39. (Suggestions to teachers about better methods of encouraging

library use by pupils.)

Mass Education and the Public Library, Chancellor, Library Journal, 65:54-6, Jan. 15, '40.
Library Crosses the Bridge, N. J. Ferguson, School and Society, 47:814, June 25, '38.

School Librarians Test for Principals and Superintendents, Belknap, Wilson Library Bulletin, 12:96 0'37. (Very thought provoking and stimulating to administrators.)

Social Services and the Schools, Educational Policies Commission, '39, pp 27-42.

Library Service, Joeckel, Carleton, Advisory Committee on Education, '38.

What School Library Service means to Rural Education, Hefferman, Educational Method, 19:154, Dec. '39. (Describes county library service in California.)

Work With Schools, Haverhill, Mass., Public Library, Campbell, Wilson Library Bulletin, 14:131, Oct. '39. (Reports program of co-operation between library and school authorities.)

EFFECTIVE TEACHING

Arthur D. Browne,* State President, California Student-Teachers Association

AS a student I would like to "cry out of the dust" and voice a long-stored-up feeling for myself and many other students.

Many teachers are queer! It doesn't seem possible that once they were students just as we are now.

They often seem so distant, so categorized and exalted to pedagogic pedestals, that they appear to be strange creatures of knowledge sent from another world to indoctrinate us with their learning!

At least, that was the way many students, including myself, claim they felt about some of their high school teachers!

How do you judge the reactions of your students toward you? How do you know that you are "putting over" yourself and your subject-matter to them with a degree of permanency?

If our public schools were not a compulsory institution, how many pupils would honestly re-enroll for your classes?

The teacher's problem is reduced to this: *What criteria may be used to understand the attitudes and reactions of my students well enough to know if my teaching technic is popular?* As a student I would humbly like to offer some suggestions upon this problem that might be useful.

1. As a basic attack, one might try to socialize with young people often, not as a teacher, but as one of the crowd. There is a danger, of course, in becoming too friendly with one's pupils. Wise judgment and a lot of tact are necessary as guards against this situation. Youth organizations, — boy scouts, girl scouts, young peoples church groups, and the like, — provide excellent opportunities for socialization. Here you meet young folks on their own ground. You learn their type of thinking and interests. If you are adaptable, you may be fortunate enough to be able to think on their level when you are

trying to understand their attitudes. When you become habituated to their viewpoints, you will better know what they like and dislike about teachers.

2. As a second suggestion, I recommend that students on the secondary levels be given a voice concerning the way in which they are taught.

Such a thing seems absurd at the present time. In the first place, most teachers never expect a student to correct his or her teaching technic.

In the second place, the student, like the small child when company is present, never thinks of trying to offer any suggestions — at least not audibly.

Nevertheless, definite criticism could be made available by obtaining teacher ratings by the students. I believe that anyone who investigates the study of pupil-ratings of secondary school teachers made a few years ago by Dr. Roy Bryan of Columbia University will be convinced that ratings by pupils is an excellent critique of teaching technics.

In fact, one of his conclusions is that *the average ratings of groups of pupils are much more reliable than the ratings of a few administrators.*¹

3. Teacher ratings might be done informally by the pupils grading the teacher on a few characteristics or by writing an unsigned short criticism of the teacher's technics. The use of this method is excellently depicted by Ernest C. Steele of Belvedere Junior High School, Los Angeles, in his article in *Sierra Educational News*, February, 1936.

Then there is the more formal method of using a standardized teacher-rating chart as a means of gathering pupil attitudes. A very simple one should be selected and complete instructions be given on how to use it properly. For more desirable eclectic results, a combination of both

the informal and the formal ratings should prove to be the most scientific.

In addition to gathering the above data, it would be well for teachers to review Frank Hart's book, *Teachers and Teaching*, in order to keep in mind the qualifications attributed to popular and unpopular teachers by 10,000 high school seniors.

Also, the opinions of your ex-pupils, being tempered by time, no doubt would be another source of revelation on your pedagogism, although memory and sincerity are the teetering points on which the reliability of such data would sway.

* * *

Among the multitude of American magazines, *The Desert Magazine* stands out unique like the desert itself. Published monthly by Desert Publishing Company, 636 State Street, El Centro, it is now in its third volume. The illustrations are superb and the articles are of genuine educational interest and value.

* * *

Kern County Bulletin

C.T.A. Kern County division issues a *News Bulletin* of unusual attractiveness and merit.

The initial number (February) comprises 6 mimeographed sheets. The Bulletin is mimeographed at Wasco Union High School; Paul R. Bowers is editor; production manager is Catherine Zeilman, a N.Y.A. out-of-school student.

How your C.T.A. dues are spent are explained in the following article from this issue:

1. \$2 of the three dollars goes to the State C.T.A. Office to carry on the general program of the state organization.

2. 50c of the dollar that remains, is dispersed as follows:

20c per member is returned to the Division.

15c per member is given to the County Superintendent for Institute purposes.

10c per member is apportioned to Classroom Teachers Department.

5c per member is apportioned to Welfare Fund of the Central Section.

3. The remaining 50c is used to carry on the work of Central Section. The items in general are (a) Council meetings, (b) Committee meetings, (c) Printing and general expenses, (d) Secretary's salary and secretarial expense, (e) Two delegates to N.E.A., (f) Apportionments to the various Divisions in addition to the 20c per member and an additional apportionment to the Classroom Teachers Department.

*Student, San Jose State College.

1. Teachers College Record, Nov. 1937, p. 157.

HEALTH COMES FIRST

Ray Lyman Wilbur, M.D.; President, Stanford University

HEALTH has become inclusive of a great many new factors in our modern scheme of living.

Health is more than the mere opposite of being sick.

For the individual, health implies mental well-being as well as physical vigor and bodily strength.

For the community, health assumes adequate protection for water and food supplies, suitable safety provisions for schools, highways, and public buildings, safeguards against communicable diseases, and satisfactory hospital facilities, all under the direction of trained, competent workers who think in terms of health rather than of cure.

We must deal constantly with unnecessary difficulties, because too often we think and act in terms of the correction of things that are wrong rather than dealing with the whole-some.

Teachers, probably more than others, realize how far short of the optimum both individuals and communities usually fall. Teachers are dealing day after day with children who are the end products of good conditions and of bad and everything in between. They see what can be accomplished through good health care; they must struggle with the handicaps caused by neglect and ignorance. They see daily why it is as important to work out a health program with students as an academic program.

We in California have deliberately prolonged the period in which our boys and girls are kept in school and out of occupations. We want to protect our children, physically and mentally. We want to aid and encourage them in their development and to help them to achieve self-dependence. We want them to have the rights, and to be ready for the responsibilities of participating citizenship. We believe the longer time for school experiences serves this purpose. The school's task in this achievement is shared by school administrators, school physi-

cians and nurses, and teaching staffs, but teachers carry the main load.

Teachers must be alert to detect health difficulties of sight, hearing, or other abnormalities not evident with cursory examination. Teachers must be watchful to sense disturbed emotions which may lead to serious mental conditions. I often wonder whether our diligence to assist teachers on the health side matches our concern for traditional courses and grades and degrees. It seems reasonably certain in relation to teachers and students that if health is safeguarded, brains work better.

Childrens Charter: 1930

The Conference on Child Health and Protection called by Mr. Hoover in 1930 adopted a Children's Charter which sets forth the fundamental rights of every child to health protection in the broad sense. Of the 19 points of the Charter, 12 set goals toward which our school programs can advantageously be aimed. I offer them for your reconsideration:

For every child spiritual and moral training to help him to stand firm under the pressure of life

For every child understanding and the guarding of his personality as his most precious right

For every child from birth through adolescence, promotion of health, including health instruction and a health program, wholesome physical and mental recreation, with teachers and leaders adequately trained

For every child a school which is safe from hazards, sanitary, properly equipped, lighted, and ventilated. For younger children nursery schools and kindergartens to supplement home care

For every child a community which recognizes and plans for his needs, protects him against physical dangers, moral hazards, and disease; provides him with safe and wholesome places for play and recreation; and makes provision for his cultural and social needs

For every child an education which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational

guidance prepares him for a living which will yield him the maximum of satisfaction

For every child such teaching and training as will prepare him for successful parenthood, homemaking, and the rights of citizenship; and, for parents, supplementary training to fit them to deal wisely with the problems of parenthood

For every child education for safety and protection against accidents to which modern conditions subject him — those to which he is directly exposed and those which, through loss or maiming of his parents, affect him indirectly

For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability. Expenses of these services should be borne publicly where they cannot be privately met

For every child who is in conflict with society the right to be dealt with intelligently as society's charge, not society's outcast; with the home, the school, the church, the court and the institution when needed, shaped to return him whenever possible to the normal stream of life

For every rural child as satisfactory schooling and health services as for the city child, and an extension to rural families of social, recreational and cultural facilities

To make everywhere available these minimum protections of the health and welfare of children, there should be a district, county, or community organization for health, education, and welfare, with full-time officials, coordinating with a state-wide program which will be responsive to a nation-wide service of general information, statistics, and scientific research. This should include:

- Trained, full-time public health officials, with public health nurses, sanitary inspection, and laboratory workers
- Available hospital beds.
- Full-time public welfare service for the relief, aid, and guidance of children in special need due to poverty, misfortune, or behavior difficulties, and for the protection of children from abuse, neglect, exploitation, or moral hazard

For EVERY child these rights, regardless of race, or color, or situation, wherever he may live under the protection of the American flag.

BY directing our efforts toward the achievement of these ideals in California communities, large or small, we can steadily make important gains for all of the children in every one of our 58 counties, from Alpine with its few to Los Angeles and San Francisco with their many.

LAST DAY OF SCHOOL

A FINNISH TEACHER TELLS HOW BOMBS ENDED THE SCHOOL YEAR

W. L. White, Special Correspondent, Helsinki

I HEARD about the last day of school in Finland from a girl who was then a teacher in Helsinki Public School No. 8, and who is now in the drab gray uniform of the Lotta Sword and cooks for 80 soldiers as a volunteer without pay, and was in a restaurant last night for the first time since the war, and left her knapsack in the coatroom but kept on her coat because all Finland is chilly for want of coal. And this is how she told it:

"It was during the second hour when the children were studying arithmetic, and during the third hour the girls would have gone to their needlework classes and the boys to their wood working classes.

"The first one was away off, and I thought it was blasting in a quarry. I knew better but I hoped it was that. Most of the children did not notice. Then came the second one much nearer, and I still wanted to think it was blasting in a quarry. More of the children looked up. Then I was afraid to go to the window and look out to see if it was really blasting in a quarry, because they were noticing and it would frighten them, so I still stayed at my desk. This classroom was on the very highest floor.

"You see, the war was never declared, so I could not be sure it might

not be only blasting. But then came the first alarm sirens, from far off, and just after, more of them, and then even the children knew what it was, and all of them looked at me.

"And a few who were most frightened started for the door, but I rapped and told them to go back, it would be just like fire drill, only there would be no hurry and also that they must get all their things out on top of their desks.

"Across the hall it was the singing hour for the next class, and they were singing so loud I knew the teacher could not hear the sirens. So while my children were getting things out of their desks I stepped across the hall and told the other teacher.

"Outside the shells were falling closer and closer, and I knew I must keep my children busy or they would be frightened by the noise. So I told them they must rise and pass out and downstairs, row by row, as in fire drill, only they must take all their books and pens and tablets and pencils and erasers with them, because there would be no more school."

And that was the last day of school in Helsinki. — *Reprinted through courtesy of San Francisco Chronicle, from its issue of February 6.*

Samuel W. Robertson

RECENTLY a remarkable letter by a group of Santa Barbara citizens was published in a newspaper there as an editorial, following the death of Samuel W. Robertson, for 20 years a teacher in the high school. Upon his retirement in 1931, he was made an honorary life member of California Teachers Association and later became a member of the city board of education.

His son, Assemblyman Alfred W. Robertson, has made and is making a similar splendid record as a consistent friend of public education. As member of the As-

sembly Committee on Education during the past two sessions, he has always worked for the best interests of children and schools. In the 1937 session he was chairman of the Ways and Means Committee. At the 1939 session he introduced A.B. 1632 to relieve retired teachers from the compulsory \$5 per month payment into the Retirement Fund, but it failed of passage in the Senate.

The editorial follows:

TO Daddy Robertson,
Dear Teacher:

We boys and girls you taught so long, in the classroom and in the world, have never found it difficult to talk with you and hear

your answers when you were not present. You sent out a living and very real part of yourself to go with each of us. Therefore there is no real reason why we should not write to you today, despite the fact that something happened Tuesday night that is supposed to have barred the written and spoken word between us.

As it has always been, we write to acknowledge our debts to you. Of course, these debts cannot be paid now. But that makes very little difference. They were and are the kind of debts that never could be paid. You gave to us out of a wealth of those things that few men have the coin to buy and for which fewer men have the willingness to pay. They were forward moving things that could not be turned back to the giver. You taught us that they must always be kept moving forward and outward from yourself or they will perish and be lost.

During the 20 years you taught in Santa Barbara High school we made some feeble attempts to express our appreciation for what you gave us, in addition to the contract service of a teacher to pupils. As pupils we had some small realization—that it has been growing ever since—that the teaching you were not paid for was the teaching we were exceptionally fortunate to be receiving. We dedicated our school to you when the first class you saw through all four years was graduated. We dedicated to you the annual of the last year in which you taught in class room. With school children's recourse to textbook phrases we tried to express our realization of the fact that you had given us what no textbook can hold.

All this was like a child's gift to a parent. You had given even the ability to appreciate your giving. We gave back a tiny part and thought it was ours to give.

And so it continued for more than ten years after your formal teaching was ended. And so it is in this letter today. Those who do not know the relation between us may call this a "final tribute." But we know that we will "write" many times again—little notes about this and that to the living something you left with us and to which nothing serious happened on Tuesday night.

YOUR PUPILS.

* * *

Harry Tyler, dean of counseling, Sacramento Junior College, recently addressed a meeting of Yolo County Teachers Association at Davis, speaking on problems of counseling and guidance. Homer H. Cornick, district superintendent, Davis, was in charge of the meeting.

CLASSROOM TEACHERS

C. T. A. CLASSROOM TEACHERS DEPARTMENT, NORTHERN COAST SECTION

Lottiellen Johnson, Teacher, Sutter Junior High School, Sacramento; President

THERE has been much speculation regarding local organizations in our Northern Section. Representatives from one county have wondered what other counties are doing. In order to clarify the subject and to have some facts with which to formulate conclusions, a questionnaire was prepared and sent to executive board members in each county.

Questionnaire (in part)

Local Associations

Is there an association of the teachers in your county? Are the meetings at stated times?

Members

Do the members join by choice? Are the teachers made members by virtue of their teaching position?

Dues

Do you have dues?

Officers

Are the officers elected by the group?

Meetings

Do you have outside speakers? Are the programs prepared by the teachers acting as committees? Is there time for informal discussion?

Education of Teachers

How in your opinion is the best method to acquaint your teachers with the problems that face education today? 1. By articles printed in *Sierra Educational News*? 2. By letters given to your superintendent? 3. By one person presenting the matter at your association meeting?

C.T.A. Consulting Groups

Have you study groups who are using the material prepared by the C.T.A. Policies Commission?

Twelve questionnaires were returned. Eleven counties have local organizations. They meet once, twice, or three times a year. If an emergency occurs, the machinery is available for calling the group together. Whether we approve or disapprove the idea as a matter of principle, it is

becoming more and more evident that organized action is necessity.

The counties in the Northern Section have many isolated school districts. With school terms beginning late in the summer and closing early in the spring, there is a hardship imposed when meetings are too numerous. The turn-over in these districts is heavy. Furthermore the teachers are scattered during the summer interim. Thus a great deal of energy, both on the part of the superintendent and of the officers of the association, is expended renewing interest in professional attitudes.

City Teachers Association of Sacramento is one of long standing. One automatically becomes a member as soon as he accepts a position with the city school department. There are two stated meetings each year. Extra meetings may be called when necessary. Each school building elects a representative to the Buildings Council. This group plan the work of the association for the year. Dues are collected each fall when an inclusive professional dues canvass is conducted. The legislative years are often strenuous.

Sacramento County has a live organization. Membership is left to the choice of of the individual teacher. Outside speakers are invited to give talks. These often lead to interesting discussions after the

Lottiellen Johnson, President



speaker has presented his point-of-view. In addition to the meetings of the association there is a county-wide study program as suggested by the National Education Association Policies Commission.

Six of the organizations have regular dues. Four have no stated sum. The tenth county holds a dinner meeting once a year. Every teacher in that county is expected to attend.

All of the associations elect their own officers. The developing of leaders in our educational organizations is important. It furthers the Democratic ideal, where leadership is not left to one individual but is scattered throughout the masses. Thus standards are raised and the group as a whole benefits.

The returns show that the executive board members believe that articles in *Sierra Educational News* are the best method of acquainting the teachers with what is going on in the educational world.

Certain phases of information are best received when presented by the superintendent who is the authorized leader of each county group. Upon the holder of that office rests the responsibility of guiding the educational forces within his jurisdiction.

There are other matters that a representative chosen by the association may present with great effectiveness.

It is reassuring to have the representatives of the Classrooms Department feel that the Journal is accomplishing the desired ends. The teachers are reading *Sierra Educational News*. The magazine contains a wealth of material on many subjects pertinent to education. No longer needs a teacher ask—Where can I get information? Her problem is one of selection.

The Policies Commission publications are not receiving the attention that they deserve. Competition for the teacher's time outside the schoolroom is too great. The curriculum activities in many school systems are utilizing the most ardent workers. The evolving courses-of-study, with their extensive references, keep all the other teachers reading and studying continuously so as to use the material in the classroom. This is fine teacher participation.

Scattered communities make study groups difficult. It is almost impossible to get together. The books might be passed from one teacher to another as a professional book club.

One teacher remarked "I must pass by all this enticing material with longing eyes. I have trifold relationships,—my teaching

job, my interest in the world around me, and my hobby. All of these plead for my time and attention. It is difficult to maintain a happy balance."

This is a fair statement of the case for many of us. There is so much to enjoy. The days are not long enough to do any part of what we would like to do.

Local Speakers

OPPORTUNITY comes again this spring to furnish speakers for Public Schools Week. Some of the organizations in the community have an education program. These are opportunities to furnish interesting accounts of the services the school are rendering.

We should build friendly relations. There are phases of the school activities

that vitally interest parents. The speaker would do well to know something about the group he is to address.

One organization is arranging to have a number of speakers with selected subjects. A little printed or mimeographed memorandum will be forwarded to those groups who may be interested. Such a list will help in the choice of guest speakers. Friendly chats are a help in establishing cordial relations.

I have found that "Personality of the Teen Age" is a subject that appeals to guardians of youth groups. These talks lead to other invitations. It is a fine opportunity to show how the schools are combatting youthful delinquency. It also allows a chance to express upon adults the fact that the great majority of our students are fine young people who want to know how to do the right things. This is the conviction of countless teachers.

ion expressed in replies was that such a youth standard should include the following: proper food, at home and at school; suitable shelter; proper clothing; dental and medical care, and sufficient spending money to provide wholesome recreation and participation in student activities.

What Is an Acceptable Youth Standard in Terms of Money?

There was a very general opinion that the youth in high school should not be compelled, nor expected, to get along on the barest necessities. In the interests of a wholesome development of his personality, he should have sufficient spending money to maintain his self-respect.

The investigators, in attempting to determine what an acceptable youth standard of living might be, for purposes of study divided recipients of aid into three groups: (1) students who live at home; (2) students who live away from home, but receive some aid from their families; (3) students who are entirely on their own.

Estimates based upon actual budgets of student types indicate acceptable standards for the three types of students to be as follows:

Acceptable Standard Based on Monthly Expenditure of

1. Student living at home.....\$10
2. Student living away from home..... 26
3. Student living entirely on his own 43

These figures become rather startlingly significant in the light of the fact that the maximum aid possible for a student to earn under NYA is \$6 per month, the actual earning being only \$4.77 per month.

The effects resulting from low expenditure budgets of students receiving what may, for want of a better term, be called "subsistence standards" are hinted at in this quotation from the report:

"The lack of proper dental and medical care caused considerable concern. It was noted that not only was there an urgent need for education along the lines of proper dental and medical care, but students should be safeguarded against impairment to their

NYA IN CALIFORNIA

NATIONAL YOUTH ADMINISTRATION SECONDARY SCHOOL AID PROGRAM IN CALIFORNIA

Dr. Elmer H. Staffebach, Director of Research, California Teachers Association

NATIONAL Youth Administration for California has recently released a report of its work in California high schools during the period 1935-39. The report is based upon a study conducted by Ruth Macfarlane under general direction of a special committee composed of a number of leading California educators with Dr. E. W. Jacobsen, superintendent of schools of Oakland, as chairman.

The committee's purpose to evaluate frankly and honestly the work of the NYA in California secondary schools seems to have guided every phase of the investigation. Source material for the study was collected by means of two questionnaires; one addressed to 460 high school principals, the other addressed to a sampling of 2078 school aid recipients in selected schools. Replies were received from 345 high school principals and from 1483 student recipients of aid.

Definition of a Youth Standard of Living

The special committee on evaluation of school aid undertook, at the

outset of its investigation, the difficult task of setting up a basic criterion that might serve to determine what constituted need on the part of the secondary school student. In approaching the problem a distinct departure from conventional lines of thought was made.

Educator's Reactions to the Concept of a Youth Standard

The committee decided that the need of the individual youth should be considered separately from his family connections; that a functional concept of a *youth standard of living* should be developed in connection with the School Aid program which would have direct reference to the needs of a youth in his own age-group, and which would be capable of modification with respect to his particular school and locality.

Replies from high school principals indicated a general agreement with the idea of the committee that a separate standard of living for high school youth is feasible.

In general the consensus of opin-

Table 1. Percentage Distribution of Families of School Aid Recipients by Income Status

Family Income	Per Cent of Total Families	Per Cent of Families Receiving Relief at Some Time During 1933-39 Inclusive*	Per Cent of Families Not Receiving Relief at Any Time During 1933-39 Inclusive
\$ 00-399	7.98	8.78	7.10
400-599	13.32	16.90	9.86
600-799	24.10	30.69	17.73
800-999	18.00	17.37	18.60
1000-1499	20.44	18.69	26.98
1500-1999	4.10	1.54	6.59
2000 & over	1.37	.29	2.40
Unknown	10.74	10.74	10.74
Total	100.00	100.00	100.00

Median Income of Families Receiving Relief at Some Time During 1933-39.....\$722

Median Income of Families Not Receiving Relief.....905

Median Income of All Families815

*Per cent of families receiving relief at some time during 1933-39: 49.5.

eyes or teeth resulting from neglect. More well trained health-nurses were considered necessary. Inadequate housing was deplored. . . .

The tendency on the part of students to reduce expenditures for food in order to spend more in support of their "social self-respect" was clearly shown. Lunches, estimated by principals to require a minimum of \$3 per month per student, actually cost on the average 85 cents per month. Clothing and other "school expenditures" (such as fees, supplies, etc.) were apparently of greater importance than lunch to the student.

Degree of Need

The income status of families of students receiving NYA aid is given above in Table 1. It will be seen that approximately one-half (49.5%) of the families of such students had received relief some time during the period 1933-39. The average annual family income of the entire group was \$815. For the relief-receiving half the average annual income was \$722. For the other half the average annual income was \$905.

A QUESTION by this time will have arisen in the mind of the reader: How many California high school students are affected by conditions of need? The investigating committee took some pains to answer this question. Based on what appears to be conservative estimates in the 345 high schools studied, 15.2% of all high school students (about 60,000) would

need some aid in order to achieve the acceptable youth standard set up by the committee.

Actual recipients of student aid in 1938 amounted to 3.5% of the total high school enrollment. For three reasons, however, this figure cannot be taken as the true measure of need relative to the subsistence standard:

1. Many students, probably including those in greatest need, were not enrolled in high school.
2. Applications for school aid concerned a limited age group of 16 years or over; thus approximately half the high school enrollment was excluded.
3. A quota system prevailed under which, in many schools, applications

were not received after the local quota had been exhausted.

In all probability, as many as 15,000 California high school boys and girls stand in need of financial aid, in addition to what their families can afford them, in order to achieve even the "subsistence" standard set up by the committee.

Local Student Aid Program

Of the 353 high schools reporting, 168 reported no organized student-aid programs other than NYA. The other 185 high schools reported various forms of student-aid within the school or community. For the most part such aid consisted of part-time employment, but sometimes was given as outright grants. Sources of such funds included the following:

1. Student welfare funds provided by student dances and by other types of benefits;
2. School district funds, usually for janitorial and other types of maintenance service;
3. Funds from cafeteria, student store, ice cream and candy stands.
4. Student body funds;
5. Towel and other fees;
6. PTA welfare funds;
7. Transportation fund;
8. Contributions by teachers.

Types of employment afforded by student-aid programs of the schools are shown in Table 2.

Table 2

Type of Employment	No. of Schools Reporting
1. Janitorial and maintenance.....	51
2. Cafeteria	41
3. Yard maintenance	28
4. Clerical	28
5. Library	15
6. Buses—driving or maintenance	13
7. Laboratory assistance	10
8. Candy and ice cream stand	6
9. Gym work	6
10. Shop work	6
11. Student bookstore	5
12. Sewing	3
13. Construction	2
14. Laundry	2
15. Agricultural	2
16. Printing press	2
17. Student Body Store	2
18. Stockroom and departmental assistance.....	2
19. Conservation	1
20. Checkroom	1
21. Dairy Department	1
22. Woodchopping	1
23. Production Room	1
24. Art	1
25. Repair, athletic equipment	1

Local Aid Programs Inadequate

Important as such local student-aid programs may be, they are, apparently, far from sufficient to meet actual needs: The report sums up the aid just described in the 185 high schools:

"These schools, however, were the exception rather than the rule, and even in them, it was impossible for the school to meet all student need. Only one in fact offered a sufficiently large work program of its own to warrant a smaller NYA allotment than would otherwise have been considered on the basis of enrollment and need."

THROUGH the National Youth Administration program the federal government has accepted, for the present at least, a measure of responsibility for the education of the youth of the nation. The financial costs can be computed accurately in dollars and cents. The results can be computed somewhat less surely in years of school attendance. But in all probability there are other effects not included in such objective computations.

What of the youth themselves? Are they, as adolescents, being confirmed in habits of dependence? Is the American spirit of self-reliance being stifled, and its antithesis, the "gimme" spirit, fostered? Or, on the other hand, is the NYA aid program validly educational, not only directly by keeping youth in school but indirectly by inculcating fundamental character traits: habits of perseverance and work, thrift, socially wholesome attitudes?

The committee frankly undertook the difficult problem of evaluating the NYA program from the standpoint of its educational validity. Its findings were far from conclusive with respect to subjective effects upon the students themselves. Of the 353 questionnaires returned from high schools, 345 answered a question concerning the effect of NYA aid upon the employability of the students. Of these, 289 reported that students were more employable because of such aid, and gave the following reasons:

1. Through vocational training received from the assignment...151
2. Through the development of good work habits resulting from the assignment110

3. Because the assignment made possible more effective recommendations to future employers 15
4. Because NYA assistance enabled students to continue their education, and in some cases to go on to higher education 13 289

In 22 cases replies were to the effect that NYA aid made students less employable; 34 replies were qualified in respect to local circumstances.

The special committee in charge of the study apparently approached its investigation with considerable knowledge of the student's aid program's existing weakness. To quote from the report itself:

"The committee was aware of weaknesses along two fronts: (1) the program was not fully justifying itself as a part-time employment program; and (2) inadequate supervision by the school was reflecting itself in undesirable student attitudes."

In the hope of improving the program for the future, high school principals were requested to make recommendations concerning:

1. How to make the NYA student more employable in his own community;
2. How to improve the student's industry and self respect;
3. How to prevent the development of dependence.

Recommendations for Improvement of the Program

1. The NYA program should be integrated with the community, following a survey of community needs and job opportunities;
2. White-collar work should not be over-emphasized; employment aspects of the program should be emphasized on the basis of student abilities, and not on basis of need only;
3. NYA jobs should have value both to the student and to the community; useless "busy-work" should be strictly avoided.
4. Accurate timekeeping and job-rating are essential. Careful teacher-supervision is required, and insofar as possible a promotion system and graduated wage scale should be applied.
5. The relief angle should be eliminated, and the employment aspect emphasized.

Every high school principal in the state should read the report of the Special Committee on Evaluation of the School Aid Program. The NYA

student aid program constitutes, in a sense, as great a break with tradition as did (only a few generations ago) the founding the free public education itself.

The time has not been very long since many people declared it wrong "to take money out of one man's pocket to educate another man's child"; when many said that to make education free to everyone would mean reducing our free citizenry to pauperdom.

The danger of that is now past. The American spirit has prevailed even in the absence of "freedom to remain ignorant." To attend a public school is not to be classed as a pauper.

However, we are only now coming to the knowledge that much of our boasted equality of educational opportunity has been highly theoretical—an excellent subject for Fourth of July oratory, but not entirely supported by actualities. The NYA may be looked upon as an honest attempt to make real to a greater degree than ever before our American dream of equality through public education. Along with the hope for the realization of that dream lie very real social dangers—deterioration of character, dependence, breakdown of the American spirit of self-reliance, and the development of unwholesome social attitudes.

The Report itself is by no means conclusive. It serves to reveal trends in the NYA program which have developed during its first four years of operation in California. The issues revealed are critical. Can the newly-recognized needs of our young citizens be met in ways conducive to self-reliance and independence? Can such aid be made to foster long-cherished traits of American character?

WITHOUT claiming to have answered these questions conclusively, the Report closes with a note of optimism:

"It was the general consensus of opinion that weaknesses in the operation of the program by participating schools were on the whole unnecessary, and that improvement could be easily effected within the existing administrative framework of the schools."

PUBLIC SCHOOLS WEEK

ANOTHER PUBLIC SCHOOLS WEEK IS APPROACHING EVERY CALIFORNIA SCHOOL. HOW IS YOUR SCHOOL GOING TO PARTICIPATE THIS YEAR? THESE SUGGESTIONS MAY HELP YOUR LOCAL OBSERVANCE COMMITTEE

Joseph Burton Vasche', Oakdale

TWENTY-FIRST annual observance of Public Schools Week has been set for April 22-26, 1940. Charles Albert Adams is again serving as state general chairman, while a large state committee and many local committees are at work preparing publicity and planning program details.

This year's observance offers every California school the opportunity to interpret its work to community patrons. The eminently-successful observance brings the school into close working contact with all major community organizations—civic groups, service clubs, lodges, churches, parent-teacher associations, and the American Legion, all coordinate with the schools in this noble undertaking.

The steering committee for every local observance should include representatives from each major community organization, although responsibility for direction will remain upon the school representatives.

Practical Suggestions

The following suggestions, representing just a few of the many possibilities, may prove helpful in the planning and direction of your community's observance of Public Schools Week this year.

1. *Plan the entire observance program with exactness.* Best results will come after a definite overview of the whole program has first been made, followed by minute planning of each component detail. Local committees must be appointed well in advance so that time will be available for handling all features of the week.

The observance program must contain a variety of interpretative features, well-organized, geared to the level of Mr. and Mrs. Average Citizen, and comprising, in major part, activity materials. Time, careful

planning, and wise selection of program are essentials to success of every observance.

2. *Public Schools Week is a community-wide observance*, and as such should be a cooperative endeavor, in which the school, the home, the church, and the community, join together in consideration of mutual problems of American education. Responsibility for directing the program lies upon the school, but in your community make every effort to have the week characterized by combined efforts of all lay and civic groups.

Plan presentations before as many community organizations as possible—contact every group. Make this year's your community's most outstanding observance.

3. *During Public Schools Week* this year make your community conscious of what your school is doing. A splendid basis of approach would be through comparison of the School Program of Today with that of, say, a generation ago. Analysis of school records of all types, student newspapers and yearbooks, and local newspaper files, will provide one with an endless amount of material to be used in the preparation of news stories and speeches, while a vast display of publications, photos, and records of previous school days will offer an interesting contrast.

Your observance might well be geared toward the vast body of alumni, who are the school's most ardent boosters, and who are always anxious to keep abreast of developments.

4. *The program should include many effective demonstrations and exhibits.* In larger communities it is desirable for the schools to hold a Public Schools Week display in a downtown store building, where it is

available to many thousands of visitors. Smaller communities utilize the school plant, using halls and classrooms and the auditorium as display area.

Many schools, both large and small, hold a one-day open house, at which parents and friends are invited to visit classes, to see displays, and to attend auditorium programs. In some cases, a special night openhouse reproduces a typical school day, with buses running, all students attending regular classes, and the entire atmosphere natural, with visitors permitted to attend classes of his choice.

The advantage of the demonstration and exhibit is that they give definite insight into what the school is actually doing, the type of understanding which every school wants every citizen to have.

5. *Student participation* should characterize all details of the observance. Student speakers are always popular with community groups, and with the assistance of administrators and teachers, are able to organize speeches which present all-important phases of the school—the type of information which the school wants to have presented.

Such student speakers may be used before all organizations during Public Schools Week, a practice which will meet with popular approval, and at the same time contribute much to the interpretative process.

6. *A special issue of the student newspaper* might be issued devoted entirely to a consideration of the work of the school, the curricular and activity aspects. Such an issue might be prepared by the regular newspaper staff, with the cooperation of the faculty observance committee.

The board of trustees might be willing to defray costs of such an issue, and authorize its mailing to all residents of the district. Such an edition can contribute much to the community, provided it is given proper organization.

7. *School-home relationships* might be strengthened at this time of year by the preparation of a "good-will"

letter from the administrator to the parent, in which are stressed various of the basic attitudes and objectives of the school, as well as extending a personal invitation to attend the Public Schools Week program. The letter must be exactly-phrased, and must radiate sincerity and friendliness. Such a letter should not exceed one page in length, might well be mimeographed, and must be mailed to all patrons.

8. *Local newspapers* can be important links in the whole interpretative process. Larger city systems prepare elaborate publicity for Public Schools Week and for days preceding and during the observance the columns of daily newspapers are filled with pictures and news stories pertaining to the schools.

In smaller centers, the bi-weekly and weekly-newspapers are always most generous in the amount of full publicity given local schools. Your committee may find it advantageous to plan issuance of a series of well-prepared news stories and photos, or it might even undertake publication of the Public Schools Week supplement of the local daily or weekly newspaper.

9. *Local radio stations* provide many possibilities in connection with observance of Public Schools Week. Committee contact with station managers will lead to the granting of air time which may be used for spot announcements and for program production.

Effective radio programs featuring student, faculty, and lay talent, produced under direction of the public speaking department, and advertised through all available publicity channels, should attract a wide audience and stimulate great interest in the school.

If your observance committee is using radio this year for the first time, it might be best to plan occasional one or two-sentence announcements (details of the observance, facts about the schools, did you know that? etc.) for presentation starting with the week previous and continuing throughout Public Schools Week, and

one or two 15- or 30-minute programs during the week itself. A radio program to be good must be rehearsed minutely, and participants must expend an endless amount of practice time.

10. *Greatest care must be exercised in the selection of speakers* to address community audiences at feature Public Schools Week programs. The typical audience is a lay audience—one which is interested in schools because children are in school—and one which really knows little about the system itself.

To inform and to interest must be the speaker's objectives—he must stand on common ground, speak in understandable language, and instill within his listeners sincerity, and confidence, and cooperativeness.

A lively, interested, informed layman, and there are many, offers best possibilities as a speaker, because he will not only avoid pedagogical rambling, but his remarks, coming from someone outside the profession, will bear much weight.

Be satisfied only with the services of a really outstanding speaker for your community observance—if one is unavailable, eliminate an address from the program this year, and substitute activities in its place.

YOUR committee might like further help. The following references, bearing directly upon this topic, should offer some practical suggestions.

1. American Education Week materials, available from the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.
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3. Moehlman, Arthur B., *Social Interpretation: Principles and Practices of Community and Public-School Interpretation*, D. Appleton-Century Company, New York, 1938.
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AUTHOGRAM

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SEMANTICS, the science of the meaning of words, is a hobby for educated minds. The ancestry of words evokes surprise and dispute. Take *carnival*, for instance. One authority claims it is derived from *carne* (meat) and *vale* (farewell). Thus *carnival* would mean "O flesh meat, farewell!" Originally, it represented the festival just before Ash Wednesday, the first day of abstinence in Lent.—Check your semantics in your **WINSTON DICTIONARY**.

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COINS AND HISTORY

VISUAL EDUCATION ADVANCED BY FACSIMILES OF GREAT COINS
OF HISTORY

Nadine Hammond, President, Historical Coinings Society, San Francisco

GREAT events in history, beginning several hundred years before the birth of Christ and ending only with the establishment of the American Colonies—all illustrated and made real to our school children by facsimile reproductions of the rarest and most beautiful coins of the various epochs!

This newest aid to visual education in California schools and the rest of the country has been perfected after years of intensive research by a group of San Franciscans who have formed the non-profit Historical Coinings Society* to make this educational plan possible.

Leading educators and school administrators who have examined the program have publicly acclaimed it as "exceedingly interesting and useful to historical instruction, adding concrete interest and zest to our knowledge of the past."

It is a result of an ever-growing belief that old coins as material for curricula enrichment have been somewhat neglected as an interesting shortcut to history that the plan has been developed. True, there is a reason for this seeming neglect—coins, unlike most postage stamps, are costly, and, in many instances, absolutely unobtainable. But they do exist, or most of them do at any rate, and it is by combining the collections of the British Museum and similar establishments throughout the world that the Historical Coinings Society has been able to reproduce the 180 most famous coins of all time.

These coins, strung like pearls on the thread of 2,500 years of history, are reproduced in metalized plaster sets, showing both the obverse and the reverse of each specimen. The process itself is a secret one, developed at considerable expense.

Beneath each coin, in the attractive

trays that contain and protect them, is a succinct story of the coin and its place in history, told in a "believe-it-or-not" style that is particularly appealing.

For several years now trays like these have been circulated, without cost, among a limited number of California schools. Children of all ages (parents, too!) are fascinated by this "March of Money." In glorious array the coins of ancient Greece lead, their finely sculptured gods and goddesses the pinnacle of coinage art.

Next, the Macedonian, Syrian, Persian, Egyptian and Roman coins offer a portrait gallery of heroes, statesmen and queens with their interesting headdresses, coupled with the symbols of their achievements on the obverse. These coins speak aloud on the art, politics, commerce, invention, and agriculture, as well as the military and domestic customs of the times. The distinctive Jewish coins make Bible stories doubly real.

But that is not all! Next the Byzantine, Crusader and Medieval, are followed by the odd-shaped coins of Far Asia. The legends and historical backgrounds of that group are too varied and numerous even to suggest here. Then the Latter Age European coins, along with the coins of the Discovery Voyages and colonization of America bring our "march" up to very familiar ground.

To supplement these actual facsimiles, the Society is endorsing a plan to place coin albums in the hands of all children. Also to encourage the collection of beautiful metal-foil replicas, "Mint-o-Seals," of rare coins listed above. These replicas, die-cut and embossed, look and feel like coins. Adhesive on the back, they can be attached to the album like stamps. Thus many children will for the first time see what the great coins of history look like.

The collection, were the coins real,

would represent a cost of more than \$50,000. From the enthusiastic response the Society's exhibits received at the Golden Gate International Exposition, it can be expected that many teachers and parents will outdistance the children in interest in acquiring for themselves full albums of coin facsimiles.

AMONG the many distinguished men and women on the general advisory committee of the Society may be mentioned Honorable John Allan, keeper of coins, The British Museum; Professor Oliver M. Washburn, professor of the history of art, University of California; Peter B. Kyne, author and novelist; Reverend Peter M. Dunne, S. J., history professor, University of San Francisco; George H. Earle, Governor of Pennsylvania; Julia C. Altrocchi, poet and author; Rabbi William M. Stern, Temple Sinai, and Reverend Charles Campbell of Missouri Methodist Episcopal Synod.

Endorsement of the Society's plan of making available to school children these coin reproductions, with their individual stories, has been given by a large number of leading educators. Among them are:

Joseph P. Nourse, superintendent of schools of San Francisco; Aubrey A. Douglas, chief of the division of secondary education, State Department of Education; William S. Briscoe, assistant superintendent, Oakland Public Schools; Reverend James H. Long, superintendent, Parochial Schools of San Francisco; Frank de Lemos, assistant director, Museum of Fine Arts, Stanford University, and many others.

* * *

Safety Education

DR. Frank K. Foster, associate in education, University of California at Los Angeles, notes two important documents in connection with California's concerted effort to establish Safety Education in the program of the public schools:

1. *Suggestions for Safety Instruction in the Public Schools*, a 24-page bulletin issued by State Department of Education; prepared, according to Dr. Walter F. Dexter, State Superintendent, to assist teachers and school executives in the development of the program of safety education.

2. *Symposium on Safety Education*, prepared under direction of Dr. Frank K. Foster and published in California Journal of Secondary Education, December, 1939. Dr. Foster represents the State Department in the coordination of California safety education.

*Office: 3663 Clay Street, San Francisco.

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CAMERA IN BIOLOGY

THE STILL CAMERA IN BIOLOGICAL PRESENTATIONS

*Loris C. Oglesby, Head, Science Department, Atascadero Union High School,
San Luis Obispo County*

MUCH has been written at one time or another on materials for the presentation of biological material to the high school class. The author has found little mention of the camera as a method of presentation.

Visual education comes in for its share of attention but the term connotes purchased or rented material made up by someone whom the teacher and his class do not know and have never heard of.

It is not the purpose of this article to minimize the importance of visual education material, but it is the purpose to open up a new field for the biology teacher—a field that is limited only by the teacher himself, his initiative, ambition, time, and money available.

The use of the still camera by the teacher to aid *him* in *his* problems of presentation is the major theme of this article. What may be problems to one teacher are easily solved by another, and yet, no matter how effective a teacher is, he can always be more efficient. It is with the thought in mind of opening a new field for those teachers who have not thought of it before, and to give the teachers who have used these methods some new ideas, that this article is written.

The still camera is plastic—probably more plastic than the moving-picture camera and certainly cheaper to operate. Skill in making good stills comes somewhat easier to most people than in movie work. Anything that can be taken with a movie camera can be photographed with a still camera, and many things that could not be reproduced by the movie can be by the still.

The still camera has the advantage in that it does not require a series of related subjects to photograph. One picture may be all the instructor would need to illustrate a point but in movie work it would require at least a 50-foot roll of film which

would run through the projector so rapidly that the students would not have time to digest the material by the time it was all over. The technic involved for movie making and projection is much more involved than for the still camera.

The methods of photography are covered so thoroughly in many publications that it is not necessary to go into the technical details here. There are few people who have not had contact with a camera in some form or other, but there are only a comparatively few people who have so completely mastered the camera that they know exactly the results that will be achieved before exposing the negative.

The teacher who wishes to make his camera give him material aid in his teaching must master the instrument. The more good photographic literature he reads the better mental equipment he will have to make good pictures of things that he really wants to show.

Camera and Projector

The equipment needed is a camera and a slide-projector with an adapter for the size of the slides of the camera. If a 35 mm. camera is used a positive transparency can be made from the negative and then each frame can be mounted in glass instead of having the added expense of lantern-slide material as needed in the larger cameras.

A word of caution is needed here. The slides will be no better than the projector makes them, so it is poor economy to save money when purchasing a projector.

After a teacher has decided upon the type of picture he wishes, he can decide upon the camera. The modern miniature camera is probably the most versatile of all. Color film can be used in them as well as the black and white, and the expense of operation is cut to a minimum. Each frame

can be mounted in glass for lantern slide or else the whole length of film can be left and projected as such.

There is no question as to the advisability of projection. Besides allowing new meaning when projected to large size and viewed at a little distance. With a good projector and a good screen the slides can be projected with reasonable efficiency in a fairly light room.

THERE are many different priced cameras on the market, but to the teacher who is not photographically-minded, it might be well to learn to master a cheap camera before going into the highly precise instruments which are advertised in practically every magazine. A camera is a piece of scientific equipment, and, if the user regards it as such and himself as a scientist, good results will be assured. The camera consists of a lens, a shutter, and a diaphragm. Each was made scientifically and together they must be used scientifically. The camera is capable of producing good pictures if the user is capable of taking them.

There are many reputable photographic finishers who will process the film and make slides for a reasonable sum. However, if the teacher is a photography enthusiast much of this work can be done by him or his class. Added interest is taken by the students if they are allowed to aid in the preparation of some of the material.

The slides, once made, are permanent and can be put in a permanent slide-library which can be built for the whole school, no matter how large.

Uses Are Manifold

The uses of the camera in the presentation of biological material are so many that it is impossible to mention more than a few of them. Nature-study and nature appreciation are the things one thinks of at first, but there are many others. Human anatomy and physiology can be presented with the camera as well as a survey of animal and plant life. The author has made several microphotographs of cell

division and these, coupled with pictures of diagrams, have aided immeasurably in the presentation of mitosis and meiosis.

Nature-study and appreciation certainly should come in for major consideration in any functional course in high school biology. With our present-day transportation there are few teachers who could not have interesting and valuable summer experiences which could be recorded on color films and later made into glass slides. Many biology classes cannot take field trips. In lieu of field work a series of color slides would do wonders to stimulate interest and desire to learn within a group of students.

Nature in the Classroom

All biology teachers who are worthy of the name are lovers of Nature and all Nature means. To bring Nature to the classroom is a problem that only a few have solved. "Canned" visual education is better than nothing, but the teacher can put life, interest, humor, and color into lantern-slides that he, himself, has taken.

There are few places in the United States which are not within a few hours automobile drive of natural beauty. There are few places outside of the cities which are so completely civilized that all wild life has vanished. Initiative and patience are all that are necessary to make a series of marvelous nature slides.

The uses of the camera within the laboratory itself are tremendous. Microscopic life, stained and prepared microscopic slides, diagrams, and charts all lend themselves to the camera. Most of the better 35 mm. miniature cameras can furnish a microscopic attachment, but, if the camera maker doesn't make an adapter, one is easily made with a ring-stand, clamp, and a piece of black paper. The ring-stand and clamp are used to hold the camera and the black paper to exclude extraneous light.

Diagrams lend themselves very nicely to picture-taking provided that the diagrams are inked on white paper with lines sufficiently large to show well. The author had the privilege

of taking an advanced course in cytology, and the drawings made of mitosis and meiosis proved very satisfactory for classroom use. Most teachers, by looking back through their college laboratory material, will find ideas if not subject-matter. A few of the many diagrams that can be drawn and photographed are Mendelian heredity, osmosis, stem structure, reproduction, photosynthesis, respiration. There are many others but these few may give some ideas as to what can be done.

A class rarely has enough charts. This may be due to any of several reasons with expense probably being the major item. Room for these charts plays a very important part. Charts are easily photographed in color and, once photographed, they take up little room and the expense is cut to a point where the average school can afford them.

Care must be taken to a point that no copyright laws are violated when photographing charts or other material for classroom use.

* * *

High School Poetry

NATIONAL High School Poetry Association announces **March 25** as the closing date for the submission of manuscripts for Third Annual Anthology of California High School Poetry.

Each pupil may submit as many poems as he or she wishes.

Details regarding contest may be obtained from National High School Poetry Association, Dennis Hartman, secretary, Garfield Building, Los Angeles.

* * *

Alcohol and Tobacco

ASSOCIATED Lecturers, Madison College, Tennessee, of which Julius Gilbert White is president, publishes *Madison College Health Educator*, devoted to the cause of health and character education. They also issue series of colored lantern-slides on alcohol and tobacco.

* * *

Leo B. Baisden, assistant superintendent of schools, Sacramento, is making two series of addresses in Texas during March at regional meetings of Texas Teachers Association. Last summer he lectured at University of Texas in School Administration and supervision.

Arthur G. Butzbach, principal, Lower Lake Union High School, Lower Lake, Lake County, recently was appointed by Governor Olson to the Board of Governors, Mendocino State Mental Hospital, Ukiah.

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PUBLIC RELATIONS PROGRAM

300,000 PRESS AGENTS FOR THE PUBLIC SCHOOL

James L. Summers, Teacher, Fremont Adult Evening School, Los Angeles

I WAS talking with a young married man who attends my adult evening-school class.

"Mr. Summers," he said rather confidentially, "I used to come to this classroom when I was in day school. Seems odd to be back here. I half expect to see my old teachers in the hallways."

"It's not very unusual that you've come back to your old school in the evenings," I told him. "The same is true of many adults enrolled in night school. Even more frequently, adults come to the very building where their children are being educated."

He chuckled. "The school plant running two shifts to accommodate the entire family! It's not a bad idea, at that. Everybody from Junior to Grandmother learning their lessons."

"We have some of the grandmothers," I replied. "The mothers and fathers are probably here tonight, you're signed up, and since I obtained my general secondary credential, I happen to know that Junior's well taken care of—"

Right here my brain stepped on the brakes and skidded the tires! "You happen to know something about Junior because of the various education courses you took, and because of that semester of practice teaching," I said to myself. "But what about. . ." Aloud, I said to my friend, "No, it's not unusual that you've come back to your old school. Nevertheless, it would be odd if you saw any of your old teachers in the hallways. The day-school teachers and the night-school teachers don't have the opportunity to see much of each other."

While I was talking, I was thinking about Keeping Our Public Informed, an article by Will E. Wiley in the December, 1939, issue of Sierra Educational News. I kept right on thinking about it after my man had gone, and when I reached home that night, I sat down and read the article

again. "Thousands of people," it said, "are entirely ignorant of the aims or the needs of the modern school."

Perhaps I should explain that I am actively engaged in telling the public of the work of my school. Assisting my principal, B. L. Fitzgerald, I conduct a program of public relations, through the medium of local newspapers, that is designed to attract new students and hold the enthusiasm of old ones. Hence my interest in Mr. Wiley's article.

He describes the publication of an illustrated school report as one effective method of regaining "the intelligent, enthusiastic support of the people for the schools." Copies of this pamphlet found their way to the reading tables in many offices. Others were placed in the hands of parents. An increased interest in the problems of the school district was shown in the community.

In districts with an alert adult evening-school program, the school report has a perfect target. Where would the "felt need," the "true to life" situation, the demand for adequate equipment, receive more intelligent and enthusiastic support than among the adults who have felt the need for education, and, too frequently, have felt the pinch of inadequate equipment to satisfy that need completely?

I have asked all adults in my classes why they came voluntarily to evening school. Ninety per cent have replied, "I came for self-improvement." Then they have explained that desire in terms of their economic, social, or cultural everyday lives. Where would the philosophy of the modern school be better understood than among these people? Don't the modern changes in the school program and the adult evening-school movement go hand in hand!

Here, then, is the first line of your defenders of the school!

Throughout California, there are

300,000 of these "press agents" available to carry an accurate knowledge of, and a vital belief in, the modern school into every circle of community life.

How may this understanding and appreciation of the day school be brought to the adults? In Los Angeles, and other cities, much has been accomplished through special day-classes which meet, frequently, in the same school building with the children. In parent-education classes particularly, parents often visit school-rooms to see the children actually at work. This is described by Howard A. Campion in his article The Adult Learner, which appeared in the November, 1939, issue of the magazine Our Schools. "One of the most important outcomes of this class, and others like it," says Mr. Campion, "is the increased understanding and cooperation between home and school."

Actual visitation of the day school is the ideal method for adults to become informed of its aims and activities. Unfortunately, this is rarely possible. Adults are busy by day; at night the schools are closed.

ONE way to clear this hurdle would be the production of a motion-picture suitable for presentation to adult classes. Most schools have portable projectors, and the cost of production is not prohibitive. Such a document, if made with film of professional size, would doubtless receive enthusiastic reception in local theaters.

Another method might be found in close cooperation between day-school and evening-school teachers. In the friendly, informal atmosphere of the average adult class, the representative of the day school would find a warm greeting from both teacher and adults for an occasional informative discussion of the philosophy, progress, and present day needs of the modern school. Here, as in the published school report, photographs, charts, and graphs would create sharp interest. Adults who have the gumption to devote their evenings to self-improvement are as alive to community problems and community achieve-

ments as they are to their own individual interests.

In addition, each group might profit by an understanding of the other's teacher and student objectives and coordinate more keenly the mutual conviction that the human attempt to control experience and environment through education is a lifelong process. Equipped with this realization, both would be better prepared to inform the community of how the school is meeting the challenge of modern life.

The cooperation between day-school and evening-school is only one of a wide range of opportunities for effective public relations with the community. A partial list of others might include the school report, both as a published pamphlet and as a series of line cuts and half-tones made from charts, graphs, and photos, and run at regular intervals throughout the year in local newspapers.

A Saturday afternoon "open house" demonstration of classes actually in session might be more effective, if less spectacular, than a schoolroom on the stage of the local theater with an explanatory lecture by a school representative.

The formation of a student group devoted to a study of local vocational opportunities for school graduates, and conducted in cooperation with community businessmen, would be likely to arouse interest.

Use of radio time in districts having a station available may be added to the suggestion for the use of motion pictures already mentioned.

THE public school as a social center, as well as an educational center, should not be overlooked. A "states" picnic for parents of school children and held on school grounds might prove a purposeful means of drawing the school closer to the community, if highlighted by demonstrations of school methods and equipment.

Other, less direct methods could be the organization of little theater and community-singing groups among parents of school-children, and offering them the use of school facilities and close school cooperation.

United States Public Health Service has recently issued an illustrative bulletin, *Communicable Diseases*, as a source of dependable information primarily for students in high schools and junior colleges. It discusses about 40 infectious diseases which are considered "the most important for people living in America at the present time to know something about." Distributed by Government Printing Office, Washington, D. C., price 25 cents.

* * *

Ling Ling, Child of China

Roy W. Cloud

HARR Wagner Publishing Company has issued an unusually interesting book which should be in the schools of California in order that the children may have an opportunity to read it.

The author, Eva D. Edwards, is a Southern California teacher who has traveled extensively and has twice visited the Orient. Drawing upon her intimate knowledge of Chinese customs, Miss Edwards has given an extremely interesting account of Chinese family life.

Working with Miss Edwards in the preparation of the material was Sung Sze-ai, mother of five interesting Chinese girls. In planning her story Miss Edwards used the

visit of a little girl from America to a Chinese family living on the campus of a Shanghai university. This family consisted of the father and mother, both graduates of American universities, and their five daughters.

Many of the incidents come from stories told under a large camphor tree on the campus of St. John's University in Shang-



Eva D. Edwards

hai. Sights and scenes of China which the children experienced while traveling through the country are also described. Life in Shanghai and Canton and in other cities of China is vividly portrayed. The illustrations are especially well chosen.

The book will be enjoyed by children from intermediate grades through junior high school. Price \$1.25.

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"I particularly like the connecting of present events with past history."—*New York*.

"I am especially pleased with the manner in which the author presents the more recent history."—*Ohio*.

"His well-known style, his ability to write texts that high-school students can understand, and his ability to discriminate in the selection of materials that high-school students need to study are at the highest level in *A History of Our Country*."—*Arizona*.

"The study questions are very excellent and really thought questions."—*California*.

The latest (1939) edition of this book includes a discussion of events to 1940.

GINN AND COMPANY

45 Second Street

San Francisco, California

PHYSICAL EDUCATION

AT CASTLEMONT HIGH SCHOOL IN OAKLAND

C. H. Street, Head of Boys Physical Education Department

RECONSTRUCTION work on Castlemont High School gymnasium building has produced in the boys department what is considered the ideal administrative set-up.

The entire plant is on ground level. Upon entering the front door you see a spacious tiled corridor, light brown in color, with the physical education office occupying one corner of the building where abundance of light, air, and sunshine enters. This is quite an advance over the many offices one sees stuck away in various odd places and a few of them forced to resort to artificial lighting.

The particular advantage the four instructors enjoy at Castlemont is a counter 20 feet long, with 5 slide-up windows each 3 feet wide. The middle window is used by the student office-clerks as an information center, while each of the other windows bears the name of an instructor.

During the change between classes, when 150 boys are leaving the plant and approximately a like number are coming to class, you will see each instructor at his respective window in personal conversation with various boys eagerly trying to solve some of the many problems that arise in a physical education department.

There it is that all boys present their re-entrance slips after absence. Boys who do not participate in that day's activities explain their reasons and receive assignments of special tasks according to their individual merits.

The policy underlying the construction of this unit of the plant is that a physical education man must always be readily available to his boys, friendly, reliable, understanding, and willing to strive to be the heroic ideal the boys think him.

The staff of teachers has also succeeded in tabulating and charting 15

progressive lesson plans for the various activities which they teach.

Instructions for each lesson are typed on 5" x 8" cards. Recognized minimum class drills or coaching tactics are indicated, with accompanying drawings and pictures to illustrate the instructions. Technical details are sometimes only indicated for each boy

raises his own problem. Past training and experience of the instructor indicates the approach.

The policy regarding instruction is not so much the perfection of skills, as in interschool competitive team groups surrounded by team morale, but more for the purpose of giving the "coach-teacher" an opening wedge to create friendly relationships so that he may continually promote the habit-forming actions and attitudes which society considers best in the building of character.

Ability squads for each activity are formed. A boy is shifted from one

Master Activities Chart for Boys Gym Classes

SPRING TERM

1st Ten Weeks

2nd Ten Weeks

L-10

Basketball—Lesson 1, 2, 3.
Handball—Lesson 1, 2, 3.
Track—Lesson 1, 2, 3.
Softball—Lesson 1, 2, 3.
Volleyball—Lesson 1, 2, 3.
Social Games—
Dancing
Badminton
Archery
Softball
Paddle Handball

Basketball—Lesson 4, 5, 6.
Handball—Lesson 1, 2, 3.
Track—Lesson 4, 5, 6.
Touch Tackle—Lesson 1, 2, 3.
Apparatus—Lesson 1, 2, 3.
Softball—Lesson 4, 5, 6.
Social Games—
Dancing
Softball
Badminton
Paddle Handball
Archery

H-10

Basketball—Lesson 4, 5, 6.
Handball—Lesson 1, 2, 3.
Track—Lesson 1, 2, 3.
Softball—Lesson 1, 2, 3.
Volleyball—Lesson 1, 2, 3.
Cross Country Run.

Basketball—Lesson 7, 8, 9.
Handball—Lesson 1, 2, 3.
Social Day—
Archery, Badminton, Dancing,
Paddle Handball, Softball,
Quiet Games.
Track—Lesson 4, 5, 6.
Softball—Lesson 4, 5, 6.
Badminton—Lesson 1, 2, 3.
Tumbling—Lesson 1, 2, 3.

Junior

Basketball—Lesson 7, 8, 9.
Handball—Lesson 7, 8, 9.
Track—Lesson 7, 8, 9.
Softball—Lesson 7, 8, 9.
Wrestling—Lesson 1, 2, 3.
Volleyball—Lesson 4, 5, 6.
Cross Country Run

Basketball—Lesson 10, 11, 12.
Handball—Lesson 4, 5, 6.
Track—Lesson 7, 8, 9.
Softball—Lesson 7, 8, 9.
Social Day—
Archery, Badminton, Dancing,
Paddle Handball, Softball,
Quiet Games
Badminton—Lesson 4, 5, 6.
Wrestling—Lesson 4, 5, 6.

Senior

Basketball—Lesson 10, 11, 12.
Handball—Lesson 7, 8, 9.
Track—Lesson 1, 2, 3.
Softball—Lesson 10, 11, 12.
Boxing—Lesson 1, 2, 3.
Cross Country Run.

Basketball—Lesson 13, 14, 15.
Handball—Lesson 7, 8, 9.
Elective—
Track
Softball
Touch Tackle
Horseshoes
Cross Country Run
Weights
Social Day—
Archery, Badminton, Dancing,
Paddle Handball, Softball,
Quiet Games
Badminton—Lesson 7, 8, 9.
Elective—
Wrestling
Boxing
Tumbling
Apparatus

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FALL TERM

1st Ten Weeks

L-10 Basketball—Lesson 1, 2, 3.
Volleyball—Lesson 1, 2, 3.
Touch Tackle—Lesson 1, 2, 3.
Social Games—
Dancing
Badminton
Archery
Softball
Paddle Handball

H-10 Basketball—Lesson 4, 5, 6.
Tumbling—Lesson 1, 2, 3.
Cross-Country Run.
Touch Tackle—Lesson 1, 2, 3.

Junior Basketball—Lesson 7, 8, 9.
Wrestling—Lesson 1, 2, 3.
Touch Tackle—Lesson 7, 8, 9.
Cross Country Run.

Senior Basketball—Lesson 10, 11, 12.
Boxing—Lesson 1, 2, 3.
Cross Country Run.
Touch Tackle—Lesson 10, 11, 12.

2nd Ten Weeks

Basketball—Lesson 4, 5, 6.
Touch Tackle—Lesson 4, 5, 6.
Softball—Lesson 1, 2, 3.
Apparatus—Lesson 1, 2, 3.
Social Games—
Dancing
Badminton
Archery
Softball
Paddle Handball

Basketball—Lesson 7, 8, 9.
Touch Tackle—Lesson 4, 5, 6.
Softball—Lesson 4, 5, 6.
Volleyball—Lesson 1, 2, 3.
Cross Country Run.

Basketball—Lesson 10, 11, 12.
Touch Tackle—Lesson 10, 11, 12.
Softball—Lesson 10, 11, 12.
Wrestling—Lesson 4, 5, 6.
Volleyball—Lesson 4, 5, 6.

Basketball—Lesson 13, 14, 15.
Elective:
Touch Tackle
Softball
Horseshoes
Cross Country Run
Weights
Apparatus
Tumbling
Boxing
Wrestling

Timely Material For Social Studies

LING LING CHILD OF CHINA

By
EVA D. EDWARDS

and
SUNG SZE-AI

Price \$1.25

People are people the world over, as this new story of life in China shows. Customs and manners may differ among them, but basic needs are seen to be the same.

In this warmly human story an American girl visits Chinese friends and has fun adopting the style of life among modern well-educated, city-dwelling Chinese. Through stories that are told and trips that are taken a good general understanding is gained of the many other phases of Chinese life.

Joint Chinese-American authorship makes this a book of valid information as well as an entertaining story. The manuscript of the book made several round trips across the Pacific for checking by its Chinese author, Sung Sze-ai.

Written at a high interest level with a fourth grade reading vocabulary the book will appeal to children from intermediate grades through junior high school.

**Harr Wagner
Publishing Company**

609 Mission Street
San Francisco - - - California

to the other from day to day, depending upon his daily performance. At the beginning of each class-period each Monday the instructor explains, and with the help of the boys, demonstrates the "coaching" drill for that week. Practice and individual guidance then ensues for ten minutes daily, in those activities wherein the boys are somewhat familiar and for longer periods of time for groups slower in adaptation.

The policy in this matter follows the learning rule of frequent repetitions with intervening periods of time. Coaching drills are taken from fundamentals of the games themselves, simple and understandable to a general class of boys. Skills and tactics are progressively graded in difficulty from weekly lesson to weekly lesson and within each school grade.

The seasonal activities chart shown above may be helpful in suggestions to others desiring to place their programs in black and white.

* * *

The *National Secretary*, official magazine of National Association of School Secretaries, is published three times yearly and is now in its fifth volume. Belle S. Kuehny, Los Angeles City Board of Education, is recording secretary of the National Association and is also editor of the praiseworthy magazine.

Forum, Discussion Group and Citizen Assembly, a 19-page mimeographed bulletin, is a praiseworthy presentation by Arthur H. Chamberlain, director, Public Forum and Speakers Bureau, Northern California W.P.A. Education Program of the State Department of Education.

Mr. Chamberlain, author of *Thrift and Conservation, Ideals and Democracy, Interpreting Education*, and many other writings, and for many years executive secretary, California Teachers Association, is accomplishing a great and important work in the new field of the forum and discussion groups. Address, 216 Market Street, San Francisco.

* * *

National 16mm Film Directory of Free Loan Films contains 1400 films, 500 of which are sound, from 260 sources. Films are listed as to subject-matter under 150 subjects. A short description of each film is given where the title is not self-explanatory; 40 pages; price 50 cents.—Lyle Miller, Scienceville High School, Youngstown, Ohio.

* * *

Federal Radio Education Committee issues a *Service Bulletin*, now in its fifth volume. J. Kenneth Jones, director of information for the committee, is editor of the bulletin. This practical, 8-page publication is of specific help to all who are working in the field of radio education. Address, U. S. Office of Education.

CREATIVE EXPRESSION

SAN DIEGO COUNTY GIVES OPPORTUNITIES TO PUPILS AND TEACHERS

Mrs. Hazel Tripp, Santee School, Santee, San Diego County

CHILDREN of San Diego County are fortunate in having many opportunities for creative expression. Two worthwhile activities have been planned through the leadership of Nona Keen Duffy, rural supervisor.

1. For years juvenile magazines have carried departments for reader contributions, but very little had been done to use these opportunities to motivate English activities. Mrs. Duffy arranged exhibits of the magazines, giving the children time to browse among them and to get acquainted with the departments open to their contributions.

The "wants" of the editors were revealed, the length and type of letters, poems, stories, puzzles, etc., were noted and studied. Awards of recognition such as pins, subscriptions, money, etc., were mentioned.

The mere fact that one's story or letter might be used and read by thousands of boys and girls revealed the value of such an activity to the child. He saw the power of words, the value of thoughts, and the need for learning to express adequately these thoughts.

The prestige one received for such an accomplishment, the friendship one might establish with children all over the world was emphasized. Of course, not all children are able to "make" the corners or departments, but those who can, find their position improved. They can use their experiences in life for material in their letters and stories.

Among the magazines that our children have written for are: Child Life, Children's Activities, American Childhood, Wee Wisdom, Cargo, Young America, and local newspapers.

2. Radio now offers the children of San Diego County an opportunity to appear in broadcasts. Every Wednesday, at four o'clock, Listen Children is conducted by Mrs. Duffy over KFSD. This program uses songs, poems, plays, book reviews and stories written by children. The youthful

artists have the privilege of reading their own creations over the air! What a chance this is to motivate creative work in our schools!

Listeners write their requests for poems about pets, dolls, fishing, the train, airplanes, etc., to Mrs. Duffy. She responds with one of her own creations and many composed by children in our county schools. These are presented with suitable musical backgrounds that express the mood of the poem, story, etc.

What child would not be thrilled by reading something he had created from his thoughts, as over 500 have already? When he hears other children broadcasting their work, he is listening to a program of inspiration and interest—a program given for children, by children, devoid of sensational impossible situations—features not possessed by many of the radio programs now offered juvenile listeners.

The Manuscript Club is an organization in San Diego County for educators desiring to write articles, stories, etc., of interest to the teaching profession. The members meet to discuss the type of material used by the various publications, to study the markets, and to criticize manuscripts of the group and offer advice to the author.

Reports on acceptances are made and tips regarding material which other writers may find valuable in their particular fields are given.

The author of the above article is editor of The Teacher, official bulletin of San Diego County Teachers' Association, and is the director of The Manuscript Club.

* * *

Democracy Readers

MACMILLAN Company has issued an extraordinary series of books for the education of children in the American way of living, grades 1-6.

These Democracy Readers are edited by Prudence Cutright, assistant superintendent, Minneapolis, and Professor W. W. Charters of Ohio State University with a group of authors.

Of unusual beauty and charm in typography, illustrations and binding, the supreme virtue of this timely series is its emphasis upon the Republic to which every true American child pledges allegiance.

More specifically the authors of the Democracy Readers use the following characteristics to describe the ideals and procedures of democracy:

1. Respect for the dignity and worth of the individual human personality.
2. Open opportunity for the individual.
3. Economic and social security.
4. The search for truth.
5. Free discussion; freedom of speech; freedom of the press.
6. Universal education.
7. The rule of the majority; the rights of the minority; the honest ballot.
8. Justice for the common man; trial by jury; arbitration of disputes; orderly legal processes; freedom from search and seizure; right to petition.
9. Freedom of religion.
10. Respect for the rights of private property.
11. The practice of the fundamental social virtues.
12. The responsibility of the individual to participate in the duties of democracy.

"Democracy is a way of life and social organization which above all others is sensitive to the dignity and worth of the individual human personality, affirming the fundamental moral and political equality of all men and recognizing no barriers of race, religion, or circumstance."

The sparkling original stories emphasize in constructive fashion for children: 1 the characteristics of democracy which belong to our heritage; 2 the growth of democracy out of man's long struggle for freedom; and 3 our responsibility for the preservation of the unique qualities of American life.

Graded progressively from book to book, as to content, concept, and vocabulary, these readers provide a planned, unified program, from the primer through the sixth reader, prepared with the same controlled development as the best basal readers for these grades.

John H. Beers is Pacific Coast manager for Macmillan, with offices at 350 Mission Street, San Francisco.

VOCATIONAL DAY PROGRAM

Leon Reisman, Publications Director, Taft Union High School and Junior College

VOCATIONAL guidance today is carried on by diverse agencies in each community. It is evidently necessary for economy of effort that these agencies should be informed of what the schools are doing. The schools should be well aware of what the community service organizations are doing in this field.

With the cooperation of the most active vocational guidance organization in the community, Taft Kiwanis Club, the Taft Union High School and Junior College planned a Vocational Day program. Community and state organizations were quick to respond to the appeal for speakers. Leaders in business and professional fields willingly gave their time.

United States Department of Forestry, California Trustees Association, University of Southern California, Kern General Hospital, County Sheriff's office, airplane factories, banks, newspapers, engineering, and secretarial schools, and dozens of other institutions cooperated in this typically American venture to assist young people in adjusting themselves to the lives they expect to lead.

The trend toward a significant vocational guidance program culminated at Taft with this Vocational Day event planned and developed by Herman A. Buckner, deputy superintendent of the school, and vocational committee chairman, Taft Kiwanis Club, and Grace E. Harris, director of guidance at the institution.

Taft Union High School, although located in one of the more wealthy districts in the state, is typical of the public schools system in California. Some 140 miles north of Los Angeles is this oil community where the usual mild winter may be followed by a sun heating the derrick-covered hills to a temperature of 130 degrees. The 1600 students at the high school and junior college may ride as much as 40 miles to school in the fleet of school buses.

It was these students, after some

weeks of a group guidance-program in which various occupations were discussed and the need for vocational selection was emphasized, who selected the vocations which interested them most from a list of about 130 prepared by the guidance department. From these selections the Vocational Day program was planned.

One hundred three vocational conferences covering the 66 most popular vocational choices were scheduled. Approximately 130 speakers, experts in their vocational fields in the community and elsewhere in the state, were invited to lead the vocational conferences by the faculty-Kiwanis committee.

The morning program began with two general assemblies. Eighth, 9th, and 10th year students heard Major W. A. Cryterman, the National Vocational Schools, Los Angeles, speak on the need of vocational planning, and saw a film developed by the National Schools on the experiences of two boys graduating from high school, seeking advice from industrial author-

ities and the chamber of commerce, and depicting their period of training at a vocational school followed by their work after graduation.

Juniors and seniors in the high school and the student body of the junior college heard Dr. Rufus B. von KleinSmid, president, University of Southern California, set the stage for the day's events with an address on how to choose a vocation.

Each student was scheduled to attend 3 one-hour conferences. For the most part his first 3 vocational choices were honored, but if these proved inexpedient, he was asked to attend section meetings in 3 of his first 5 selections.

A student chairman presided over each section.

Speakers were asked to cover the following points in their discussions: the status of the occupation (Is it necessary? What are the opportunities now or in the future? What is the social standing of the occupation?), preparation (How much school training, apprenticeship, or experience is needed? How does one get a job?), nature of work (Group or individual, physical or mental, inside or outside, duties and promotions?), remuneration (Daily, monthly or annual salary? Overtime, deductions, or discounts? Insurance provisions and compensations?), working conditions (Working hours, holidays, vacations, seasonal fluctuations, occupational diseases, labor or professional organizations?).

The approximate division of time in each section was one-third to the speaker's survey of his field, and two-thirds to student discussion and questions.

VOCATIONAL conferences were offered in the following fields:

Accountant, actor, aeronautical engineer, air conditioning engineer, airplane pilot, architect, author, auto mechanics, beauty operator, buyer, carpenter, cashier, chemist, civil engineer, commercial artist, costume designer.

Criminologist, dentist, diesel engineer, draftsman, dressmaker, druggist, electrical engineer, electrician, farmer, fish and game warden, florist, forester, geologist, highway patrol, hostess, illustrator, interior decorator, laboratory technician, lawyer, librarian, machinist, mechanical engineer, medical doctor, music, nurse, oil well driller, oil well pumper, petroleum engineer, photographer, radio announcer, radio technician, railroad engineer, recreational leader, sailor, salesman, secretary, soda jerker, stenographer.

Teacher of English, teacher grades, teacher-high school, teacher-physical education, telegraph operator, veterinarian, waiter and waitress, welder, and window decorator.

A regular Kiwanis luncheon for speakers, faculty members, and guests of the club was held that day at the high school banquet-room. Guests there heard Major Cryterman and Dr. von KleinSmid evaluate the day's program. Leo B. Hart, county superintendent of schools, and Stanford

Herman A. Buckner, Deputy Superintendent



Hannah, district superintendent, were honored guests.

A general evaluation follow-up was attempted when speakers and students were asked to complete an evaluation form noting their criticism and suggestions for improving the day's program. Although any quantitative evaluation of a vocational guidance program is at best rather sketchy and subjective, especially since the fruits of that program will not mature fully before 10 or 15 years, the almost unanimous approval of both teachers and students has assured the first Vocation Day of becoming an annual event.

The school guidance program is carried on by a staff of 19 counselors, or a counselor for about every 80 students. Vocational guidance and aptitude tests are a regular part of the school program. So, too, are the strategic 9th-year social-studies courses which include a general occupational survey of the community plus an intensive study of one occupation of the student's choice. Curricular and extra-curricular activities are planned by the student in this general orientation course which offers a perspective training necessary for different occupations.

VOCATIONAL and aptitude tests, it has been found, seem to indicate limitations in the vocational area rather than give a precise and directive vocational choice; the corollary of this is that students can adjust themselves to a number of occupations with equal success. The final vocational decision, however, must be made under the student's own initiative, and the vocational guidance day, more than supplementing the occupational data which counselors made available to students, stimulated each student to make his own vocational choice.

The evaluation sheets of the day's program indicate that 26.8% of the students were doubtful about following certain vocations after the day's meetings, while 44.8% felt confirmed in their original selection. Eighty-

nine and six-tenths per cent felt that the speakers answered the questions they were particularly interested in, and an approximately similar percentage felt that the requirements of the vocations and their own interests, skills, and qualifications were now much more intelligible to them.

The justification for an annual program is based upon the belief that neither vocations nor individuals become stagnant and that both vocational opportunities and the abilities of students fluctuate over a period of time. Repetition of the program may reveal rather different results and reactions. Certainly the 95.3% of the students who voted for a Vocation Day again next year are overwhelmingly convinced of its benefits.

* * *

Educational Policies Commission has issued two important bulletins, — 1. *Schools of Democracy*, 2. *Deliberative Committee Reports*, 1939. Dr. John A. Sexson, former president, California Teachers Association, and now chairman of California Educational Policies and Plans Committee, is a member of the national commission. Dr. William G. Carr, former director of research, California Teachers Association, is secretary of the national commission.

* * *

American Council, Institute of Pacific Relations, issued a 16-page bulletin giving detailed information concerning this international organization. Ray Lyman Wilbur, president of Stanford University, is chairman of the executive committee, San Francisco Bay Region division, headquarters at 1795 California Street; John H. Oakie, secretary.

The Institute was founded in 1925 for the purpose of promoting scientific investigation and rational discussion of the problems and mutual relations of the peoples of the Pacific area.

* * *

Commencement Manual

NATIONAL Education Association has issued 1940 edition of its *Vitalized Commencement Manual*. This 96-page manual contains summaries of a large number of 1939 programs grouped around a variety of themes, the complete text of several programs, and a selected bibliography. Order from National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C.

John G. Imel

Ada York Allen, Superintendent of Schools, San Diego County

THE nation's flag was at half-mast at the Civic Center in San Diego January 18, 19 and 20. The drooping flag was expressive of the sorrow felt throughout the entire county because of the sudden passing* of John Gray Imel, for 19 years the Assistant Superintendent of Schools of San Diego County. His death occurred on the 17th as a result of an automobile accident.

Mr. Imel had been associated with the County Office ever since the beginning of

John Gray Imel

Lillian M. Oliver, La Mesa

ALL through San Diego County.
Flags are flying at half-mast;
Silent tribute to a loved one —
To a Leader who has passed.

Loved by everyone who knew him,
Kindly counselor and friend;
In our hearts his strength and courage
Will live on until the end!

rural supervision in California. Hence, it was under his leadership that the enrichment of rural schools developed. At first Mr. Imel was the only supervisor we had. Then gradually our field staff was expanded and now we have a force of ten supervisors working in the rural schools of San Diego County. Mr. Imel has been the leader of this group.

Mr. Imel was a man of vision, holding high ideals of character, a person of gentle demeanor, greatly loved by all the boys and girls who knew him, respected and loved as a friend by the teachers of the county and known to the trustees in the relationship of administrative work. His influence has been felt steadily all these years. There is great sorrow in the County Office for we feel that each and every one of us has lost a personal friend.

Mr. Imel was widely known throughout the State of California. In 1929 he was state president of Association of Rural School Supervisors and at the same time he was president of the Southern Section of that organization. He came to California from Oregon where he had served as a superintendent of schools for many years, part of the time at Astoria and part of the time at Grants Pass.

By training, by experience and by personality he proved himself to be an outstanding educator. We in the County Office feel that educational history has been made here under his leadership and we know that his influence will long be felt by the schools.

*See also our February issue, page 39. — Ed.

MUSIC TEACHERS CLINIC

Max L. Gelber, *Sequoia Union High School, Redwood City; Secretary, California School Band, Orchestra and Chorus Association*

SECOND annual band and orchestra clinic of California School Band, Orchestra and Chorus Association was held in San Jose in January at the Civic Auditorium, with about 500 students and teachers participating.

New music, as well as old publications, on the list selected by the National Committee for the Advancement of Music for the current spring festivals and competitions was played by four organizations: band and orchestra of San Jose State College, and a high school band and orchestra organized for the occasion by John M. Carlyon of Watsonville and Max L. Gelber of Redwood City.

Adolph Otterstein, head of the State College music department, assisted by his staff, and with cooperation of the Chamber of Commerce, was in charge of general arrangements. The clinic was scheduled from 8:45 am to 6:00 pm, the luncheon and business meeting being held in the silver room of St. Claire Hotel.

The speaker was Dr. Frederic Staton, professor of music, Royal Academy of Music, London, England, who praised highly the American method of teaching music in our public schools. Dr. Staton is on his way from New Zealand to the West Indies, giving examinations to prospective teachers who wish LRSM diplomas—licentiate of the Royal Schools of Music. Such diplomas stand as evidence of the ability of the teacher for school work, although they are not required for private teaching.

Abolish Competition

Important business of the meeting, conducted by E. O. Brose, president, was the report on a questionnaire sent to music teachers last fall. Significantly, it was the almost unanimous opinion of those answering the questionnaire that the competition feature of future festivals should be abolished, on the ground that this phase of the festival did not contribute to the best educational interests of the students.

In its place, the teachers favor competent criticism by those engaged in the same work and on the same level. This plan will undoubtedly be adopted, although provision will still be made for those who de-

sire to be rated in order to qualify for Regional competition. The competitive feature may also be retained for solos and small ensembles.

One of the highlights of the clinic itself was the all-teacher orchestra that enjoyed an hour and a half of informal playing, partly under the direction of a college student.

Gardening, for school, home and community, a 60-page illustrated bulletin, is issued by National Recreation Association, 315 Fourth Avenue, New York City, and is an important aid in the Association's new service (see January issue of this magazine, page 37). The bulletin is of value, both to teachers interested in school gardening and to all who are interested in the recreational aspects of gardening.

Talks, a quarterly digest of addresses of diversified interest broadcast over the Columbia Network (and widely used by teachers) now in its 5th volume, may be obtained by addressing Columbia Broadcasting System, 485 Madison Avenue, New York.

"STRICTLY PERSONAL" LOANS

To teachers with public school tenure, American Trust Company Personal Loans are available *without endorsers* . . . there is no added charge for this added privacy. The rate is \$6 per \$100; and this includes, *without extra cost*, special life insurance to cover the unpaid balance.

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TEACHING THE MIGRATORY

THE PROBLEM OF THE TEACHER OF MIGRANT PUPILS, AS SURVEYED BY
EDUCATION COMMITTEE OF THE CLASSROOM TEACHERS DEPARTMENT,
CENTRAL SECTION, CTA, 1938-39.

This committee was composed of E. E. Wahrenbrock, Hanford, Mrs. Isabel Pedro, Bakersfield, and W. G. Anderson, chairman, Fresno.

Messrs. Wahrenbrock and Anderson did the bulk of the work of gathering the information, while Mrs. Pedro summarized it as follows:

TO the average lay person the term "migratory schools" may merely suggest some vague set-up to provide educational facilities for the children of families that must follow the various crop seasons in California for subsistence. Such children remain only a short time in any locality, and apart from the disadvantages suffered from having no definite home, they must receive their education in innumerable small portions here and there as the family group moves from one place to another. The total result of having been exposed to so many schools usually results in a finished product far from the ideal of our democratic educational system.

Migratory schools are established for the children of migrant laborers and are located at such points and for such a length of time as that particular agricultural industry requires much human labor. At the close of the season, which lasts 1-6 months, the families move to another district. Thus the enrollment in the one school is suddenly greatly decreased, while another school becomes almost overnight, crowded to its greatest capacity. Since the migratory-school building is of a temporary nature, it is often inadequate to take care of increase in enrollment.

Our Educational Committee recently concluded a study of the migratory schools of seven central California counties. A detailed questionnaire was sent to teachers in migratory schools. The names of the schools were obtained from the county superintendents in each county. Teachers were not required to give their names nor

location of schools, since the committee was not interested in any reform crusade for any particular school. It was felt that the teacher would be more frank in her statements if she knew that her name would not be mentioned. Teachers were asked to supplement the information asked for if they so wished. It was in this added "afterthought" that many human interest details were found. Fifty questionnaires were sent out and 32 replies were received.

The teacher load was of first concern in obtaining a clear view of the teaching situation. Consequently each school was asked to state the number of teachers and enrollment each month of the school year.

The replies revealed that, with the exception of the peak months, almost all the schools were taught by one teacher during the entire school term. In one school, although the number of pupils reached 67, all 8 grades were under the supervision of one teacher. There were, in fact, 7 schools with 40 or more children enrolled with one teacher. Even with the best of equipment, it would be almost overwhelmingly difficult for a teacher to instruct all the elementary grades with such a large number of pupils.

The buildings often were not originally intended to be schools. They range from a Grange hall to a made-over garage. Seventeen of the buildings were found to be inadequate for the enrollment. In a one-room frame structure, 23 by 40 feet, there were 60 pupils sitting crowded around tables on backless benches. Two teachers taught in this same room. One school solves the problem of overcrowding by conducting two classes, one in the morning and one in the afternoon.

Presenting a much brighter aspect, 15 schools felt that their buildings were well-constructed and large enough. Twenty-four of the schools were, in the opinion of the teacher,

kept in fairly good repair. There was one "very fine new building." However, there were 7 that had never been painted.

To many of us accustomed to every school buildings, it may indeed be a sanitary facility in modern city revelation to know that in only 4 of the 32 schools were there water-flushed toilets; 29 had only the old-fashioned outdoor pits. One reported that the old-style open pit was only 300 yards away from the school door. In 7 of the schools, the toilets were of the WPA type.

The water-supply of the school, so essential for the health and cleanliness of the children, was so poor in 5 schools that the only water available had to be hauled over a distance of several miles, thus making water almost too precious to be used.

One reported no water-supply at all, the nearest water being about the distance of one block from the school. But the teacher of this school is hopeful as she adds, "We may have water next year."

Another stated that the children must bring their drinking-water from home. Twenty-seven of the schools had a satisfactory water-supply, having water piped from nearby camps or from a ranch well.

SINCE fully a fourth of the child's day is spent in out-door play on the school ground, teachers were asked to state the condition of the playground. In 17 of the schools there was no provision made for drainage, the ground being very dusty in summer and very muddy during the rainy weather. One school is "surrounded with a sea of sticky mud during the rainy season." Another had "clouds and clouds of dust." Twelve of the schools had good drainage, with a fairly level surface worn smooth and hard by the constant pressure of many feet, some with shoes, many without.

Trees and shrubs, lending a natural beauty to the most primitive and humble building, were not to be found in 21 schools. To children living for the most part in a camp, unfamiliar with friendly green trees and shrubs, this is

indeed an unfortunate situation. One school considers itself unduly fortunate in having "one tree with no limbs." Two schools have a few trees, while 9 schools have enough for comfort. There is a park adjoining one school with plenty of trees and shrubs.

Twenty-two schools have no playground apparatus at all. One teacher states that she has supplied a bat and ball which constitutes the total playground equipment of this school. Almost all of the 22 schools, when asked what they needed most on the schoolground, asked for swings and bars. Ten of the schools have swings, bars, or slides.

Nationalities: Occupations

It is interesting to note the nationality of the children in the migratory schools. There are 16 schools in which Mexican children predominate, while 10 of the schools contain a mixed group of Mexican, negroes, and poor whites. Six of the schools have only American children.

The occupation of migrant families is almost wholly agricultural. In 26 of the schools, the parents are cotton or fruit workers. This type of labor for which remuneration is small, and the migrant family being large, is one that requires the labor of the entire family for a bare subsistence. Children, as well as adults must labor in the fields, thereby neglecting school as much as they are lawfully permitted. The result is a general retardation of pupils in 23 of the schools, the children being 2-3 years behind the average grade level for their age.

One teacher states that, "out of my 32 this last month only six pupils were up to their normal grade." In nine of the schools the majority of the pupils were up to their grade level. In such schools, it was noted that the all year pupils rank higher in their scholastic work than those who remain only a short time. Only a small percentage remain all year.

Most of the children remain in school only during the cotton picking season in that district which is from October to January. In 25 of the

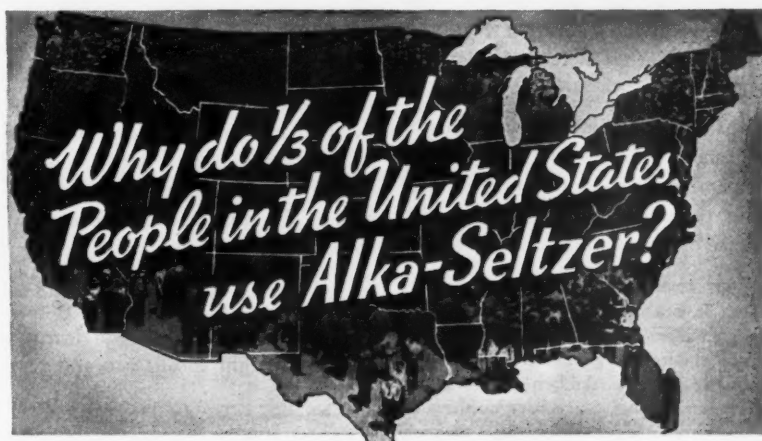
schools the average length of time a pupil remains in one school is one month. Six of the schools have a number of permanent pupils.

Books, the fundamental tools of learning, are amply supplied in 20 of the schools from state and county libraries. One teacher declares that she has to drive 30 miles to get books but does it willingly, offering no complaint. In two schools there are plenty of textbooks but no library books for

the children to read. One school had the ingenuity to build a small library with discarded books.

Teachers were asked what they needed in the way of equipment other than books, such as desks, chairs, maps, radio, lights, closet space, etc. Seventeen of the 32 replied, "Everything."

One teacher felt she would be "in seventh heaven" if she only had a desk for herself. One school has "no



A Recent Survey Indicates That More Than a Third of the Adult Population in the United States Use ALKA-SELTZER

WE wish to provide the public with full information concerning Alka-Seltzer—the reasons for its effectiveness and popularity—and the laboratory work upon which we base the claims made for it in our national advertising.

Alka-Seltzer is intended and recommended, for use in those simple conditions for which the public does not generally consult a physician.

Alka-Seltzer is composed of medicinal ingredients which have been used and found satisfactory over a great number of years. It is an effervescent tablet which

contains five grains of aspirin, with monocalcium phosphate, sodium bicarbonate and citric acid; these are so combined in Alka-Seltzer, that when dissolved in water, they make a bubbling, pleasant-tasting solution of sodium acetyl salicylate, calcium-sodium phosphates, sodium bicarbonate and sodium citrate. It is not a laxative.

In order to determine what statements should be made concerning Alka-Seltzer in our advertising, and thus better to inform the public concerning its use, four years have been spent in clinical experiments and study.

The research problems covered are as follows—

- The analgesic agent in Alka-Seltzer (sodium salt of aspirin) provides rapid, effective relief of pain.
- a—Because it is already in solution when taken.
- b—Because alkaline buffers in the solution speed and safeguard its absorption into the body.
- The buffered alkalies produced by dissolving an Alka-Seltzer tablet, give their truly remarkable relief for the distress of Acid Indigestion, Gas on Stomach, Distress after eating and Heartburn, because of their great capacity for neutralizing and absorbing excess stomach acid—usually the immediate cause of these unpleasant conditions.
- Alka-Seltzer increases the human capacity to do strenuous physical work and cuts down

the time necessary for recovery from fatigue—both by from 30% to 60%.

- Alka-Seltzer given in very heavy daily doses to animals for long periods of time, produced no stomach irritation and did no perceptible harm to any organ of the body.
- Alka-Seltzer, given to human subjects under careful clinical supervision, in much greater dosage than recommended on our labeling, produced no demonstrable effects of any kind on the heart.

★ If you have never experienced the benefits resulting from the use of Alka-Seltzer in relieving the misery and Distress in Headaches, Acid Indigestion, Colds, Muscular Aches and Pains, Muscular Fatigue and other common ailments, send for a Free Sample Package.



★ If you would like a Free Sample of Alka-Seltzer, write to The Miles Laboratories, Inc., Department STM-13, Elkhart, Ind.

Alka-Seltzer

MILES LABORATORIES, INC., ELKHART, IND.



maps, pictures, radio, phonograph, or piano. The desks are second-hand and mostly broken. The windows are small and inadequate. There are no facilities for lighting."

On the question of salary it was found that the greatest number of teachers are very definite in stating that they do not receive the \$1320 minimum salary. In 10 of the schools the teacher receives the minimum salary. In 19 of the schools the teacher receives less. In 9 of the schools the teacher is paid a salary ranging from \$6 to \$7.50 per day taught. One teacher receiving \$1200 per year adds a P. S., "The teachers do the janitor work."

It is difficult to imagine in our modern times that there are still schools comparable to the early pioneer log-cabin type. A teacher who has the welfare of her children at heart wrote:

"Our stove heats very inadequately in winter. It is a coal and wood burner. The room is seldom 68 degrees before it is time for the children to go home. This is especially bad for the children because their feet are always wet. Some have no shoes at all. Other clothing is not enough to keep them warm. If some good fairy would donate shoe leather for soles the big boys could learn shoe-making. Also it would help the shoe situation.

"These children are often actually hungry. We were unable to get hot lunches for them, but even a hot drink would be a great help. We would need a stove, dishes, and space to prepare it.

"Our county supervisors and trustees have done their very best for our school. I feel that if a special fund could be created for migratory schools we could do more for these youngsters than many people think. It would prevent many of these children from growing up into misfits.

"Also, I would like to add that it would be ideal if cod liver oil could be furnished. There is no way for these youngsters to get their teeth, tonsils, and adenoids attended to."

AN excerpt from the many and varied experiences of another teacher in the migratory school will be quoted to show her dauntless, courageous spirit in the face of almost unsurmountable difficulties:

"During the last of the season we hired a man to take us to school, a distance of

about 16 miles, over dirt road. The sun was out just about an hour. This made the mud so sticky that the boys had to get out, take the rear wheels off and scrape off the mud before we could go farther. It took us 2.5 hours to go 16 miles and cost us five dollars. Traveling through the mud to get to the migratory camp is the teacher's hardest and most dangerous task. If one is stuck in the desert, he must just wait until someone comes along and is kind enough to help.

"Last year we were stuck in the camp for 3 weeks and another time for 4 weeks. Our cabin where we were staying at this time was just across the way from the school, and for two days we could not get there as the mud and water was knee-deep.

No one can but admire any individual who endures such hardships in order that her work may be carried on.

This material has been presented for the interest and information of the reader. To some, at this point, may come the realization that our present educational system, fine as it is today, is still in need of further improvement in order that the benefits of learning may be brought to all, rich and poor alike.

* * *

Salinas Meeting

*School Library Association of California,
Northern Section. Open Council Meeting,
Salinas, March 9, 1940*

GUIDANCE and the Library is the theme of the next meeting of School Library Association of California, Northern Section, Salinas, March 9. The morning session (10:30 a.m.) will be held in Salinas High School Library. There will be an interesting exhibit of materials. Northern Section treasurer, Elinor Alexander, is also librarian in the high school, and will act as hostess.

After luncheon at Hotel Jeffrey, there will be a program of very special interest. A musical program of Polish and other European folk-songs will be presented by Olga Opaleska, of Berkeley, who is a native of Poland.

The speaker will be Mrs. Anne Fisher whose forthcoming book *The Cathedral in the Sun* deals with "the life of the Carmel Valley Indians and the early Spanish settlers during the greater part of the 19th century, as revealed by various historic records and stories told by the old-timers."

Any who are interested are invited to attend luncheon. Reservations should be made immediately with Elinor Alexander, Salinas Union High School.

Science Teachers

N.E.A. Department of Science Instruction

To All Science Teachers:

NATIONAL Committee on Science Teaching needs your support in solving many problems of vital importance to all.

Send your questions, opinions, beliefs, plans and philosophies to the chairman, Ira C. Davis, University High School, Madison, Wisconsin. Any science teacher who wishes to cooperate with the committee will be welcomed as a consultant.

There are at present about 200 consultants cooperating with the general committee. California is near the top of the list in number of representatives.

1940 convention of Department of Science Instruction will be held in Milwaukee, June 30-July 4. At the convention outstanding speakers discuss the newest phases of their work. These talks, with reports of the National Committee, are printed as a book of over 200 large pages and sent free to members.

Do you wish to receive this elaborate and valuable report? **California led all states in number of members last year.** We hope to report a larger membership this year. The aim of the Department of Science Instruction is to promote the teaching of science in every school from kindergarten to college. Our membership includes teachers in elementary, junior and senior high schools, junior colleges, and universities.

Send 50 cents (the price of membership) to the undersigned. Collect as many other memberships from your school, town, or county as you can and send them with yours. State name and address of each member.

Sincerely yours,

*I. L. Jones, State Director,
2127 Derby Street, Berkeley.*

* * *

Industrial Banking

MMARGARET BROBBEN, economist, Consumer Credit Institute of America, is author of this book of 115 pages, on a phase of consumer credit, namely, industrial banking. This is the first book on industrial banking to have appeared in the last twelve years. The subject is one on which there has been a surprising lack of information. Price \$1.50; address Consumer Credit Institute of America, 233 Broadway, New York City. Charles A. Coulter, director of the institute, is head, department of sociology, University of New Hampshire.

MUSCULAR SPELLING

SPELLING AS A MUSCULAR HABIT

Joe Glenn Coss, Instructor in Social Living, Sanger Union High School, Fresno County

IT may seem rather trite to refer to spelling as a muscular habit, but the average individual who writes must regard it as such or else soon bog down in a mass of spelling rules, exceptions, and other paraphernalia of the spelling teacher.

One might well inquire as to the advantage of considering spelling as an habitual action. The reason is obviously to make correct spelling a subconscious activity. An easy writer seldom thinks about the spelling of the words which he uses, because his thoughts are far in advance of his pen. He is concentrating on the subject-matter and the form of presentation rather than the spelling of the individual words.

Oral spelling is now recognized as an archaic amusement which served its purpose as a social activity in our grandfathers' day.

Written spelling, however, must remain as an essential part of our tools of self-expression. By its very nature it involves the use of muscles. The formation of the letter "a" requires exceptional muscular coordination. To form two "p's", an "l", and an "e" in smooth succession by joining the individual letters together requires skill and practice. Perhaps some day a physiologist will make an analysis of the complicated muscular movements necessary to write such a word as "acknowledge".

Many centuries ago written spelling required only a few fixed muscular movements. The pictograph was usually composed of rather simple lines. Hieroglyphics became more complicated, and cuneiform writing was indeed complex. The advent of the Phoenician symbols, by which one letter was written in juxtaposition with the preceding one, caused our modern writing to become a decidedly muscular skill.

Tachigraphy has tended to reduce

the number of movements to coincide with the phonetics of speech.

Typing has further simplified spelling to a few restricted movements for each finger instead of many movements for a few fingers. It is interesting to note, in this regard, that a good manual speller must learn to spell anew (in a muscular sense) when learning to type. The very fact that a good speller will transpose letters while typing is indicative of the fact that spelling is muscular.

The Orientals use a pictographic method of writing. If certain strokes are omitted or misplaced the idea represented by the picture will not convey the meaning desired by the writer. To some extent we may consider our spelling as a type of pictographic writing in which we note quickly that something is wrong with the picture if a letter is omitted or transposed.

If we are willing to consider spelling as being principally a muscular activity then we may teach spelling in such a manner as to inculcate and habituate correct spelling form.

A new word is a muscular challenge to even a practiced speller because it involves new and not previously exercised letter combinations. But let the practiced speller write the new word a few times and the letter combinations become easy. If this is true of the practiced speller it should also be true of the beginner, if we can assume that he has no difficulty in forming his letters and making them of uniform size.

The beginner should study his words by writing them as complete units from a master copy at least ten times. This will tend to make the new letter combinations easy to join together. This first step is essential to give the student mastery over the mechanics of the movements involved.

The second step is to practice writing the word in a series of useful

sentences or collocations. This will tend to orient the word as to meaning and at the same time dissociate the individual word from its own restricted semantics and place it into a word group which will give it a new and perhaps somewhat altered meaning.

SPELLING should be taught in the high school as well as in the grades. If teachers would insist on making students rewrite all misspelled words at least 25 times each, they would be doing the students a tremendous favor. Such a demand on the part of the teacher should not be regarded as a punishment in any sense; it should be regarded as a muscular practice of a word which needs such practice to bring it to spelling perfection.

* * *

Walter A. Kynoch, city superintendent of schools, Marysville, and a veteran worker in CTA, was recently elected Mayor of Marysville by unanimous vote of the City Council. This is a notable honor for one of our fellow-workers in the educational field and we heartily congratulate Marysville and Mr. Kynoch upon it.

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HONOR SCHOOLS 1940

SCHOOL STAFFS ENROLLED 100% FOR 1940 IN CALIFORNIA TEACHERS ASSOCIATION. ADDITIONAL LISTS WILL APPEAR IN APRIL.

Central Section

Bakersfield—Emerson, Franklin, Fremont, Hawthorne, Longfellow, McKinley, William Penn, Roosevelt and Lowell.—*Martha Arnold, secretary-treasurer, Bakersfield Unit, C. T. A.*

Fresno City—E. R. Snyder Continuation High, Jane Addams, Columbia, Morris E. Dailey, Emerson, Benjamin Franklin, John C. Fremont, T. L. Heaton, Jackson, Jefferson, Kirk, Lafayette, Lowell, Muir, Rowell, Teilman, Webster, Winchell.—*John W. Lehr, treasurer, F.C.C.E., Fresno.*

Kern County—Maple, South Fork Union, Olig, Fruitvale, Belridge, Midway, Kernville Union, Beardsley, Rockpile, Red Rock, Mountain View, Lamont, Wasco Union High School, Rosedale Union, Indian, Delano Joint Union High School, Maricopa High School, Maricopa Elementary, El Tejon, Vineland, Woody, Isabella, McFarland Union Grammar School, McFarland High, Granite, Greely, Wasco Union Elementary, Stony Brook.—*A. Ralph Brooding, secretary-treasurer, C.T.A. Kern Division, Delano.*

Kings County—Corcoran Union High, Hanford Joint Union High, Lemoore Union High, Avenal High. Armona, Central Union, Corcoran, Crescent, Dallas, Delta View, Eureka, Frazer; Hardwick, Island, Kings River, Lemoore Elementary, New Home, Oakvale, Paddock, Avenal, Kettleman City, Stratford, Tensmair, Wayne, Willow Grove, Superintendent's Office Force.—*J. E. Meadows, County Superintendent.*

Madera County—Chowchilla Union High, Madera Union High; Arcala, Bethel, Central, Chowchilla, Haward; Madera: Lincoln, Pershing; North Farh Union, Ripperdan.—*Frank Delamarter, president, Madera County Council, C.T.A.*

Merced County—Applegate, Barfield, Clay, Dos Palos Elementary, Elim Union, Franklin, Hopeton, Livingston Elementary, Lone Tree, John C. Fremont, John Muir, Joseph Le Conte, Galen Clark, Merquin Union, Monroe, Romero, Rotterdam, Russell, Savana, Sunset, Whitmer, Hilmar Union High, Livingston High, West Side Union High, Sunshine School, Fawcett Migratory, Lindemann Migratory, Antoine Migratory, Rolph Migratory, Woo Migratory.—*C. S. Weaver, County Superintendent.*

Taft—Jefferson, Taft Heights, Conley, Roosevelt, Lincoln, Superintendent, Special Teachers.—*Rita E. O'Brien, secretary-treasurer.*

Tulare County—Superintendent of Schools Staff, Cutler, Dinuba: Washington, Roosevelt, Lincoln, Jefferson; Ducor, East Orosi, Enterprise, Exeter: Lincoln, Wilson; Ivanhoe, Kaweah, Kings River Union, Lemon Cove, Lovell, Manzanillo, Oakdale, Olive, Orosi, Orange, Paloma, Pixley, Pleasant View, Porterville: Bartlett, Bellevue, Roche Avenue, Olive Street, Vandalia, Vine Street; Prairie Center, Strathmore Union, Sultana, Terra Bella, Tulare: Cherry Avenue, Central, Lincoln, Roosevelt; Vincent, Visalia: Carrie Barnett, Conyer Street, Highland, Highway, Jefferson, Washington, Webster; Waukena, White River, Wilson, Woodlake, Alpaugh: Elementary, High; Strathmore Union High.—*John G. Terry; Visalia.*

Southern Section

Imperial County—Meloland, Trifolium.

Inyo County—*Furnace Creek.

Los Angeles County—Beverly Hills: Beverly Vista; Glendale: Eugene Field; Hawthorne District, Inglewood Secondary District: Leuzinger High School; *Leona, Los Nietos, *Pine Canyon.

Orange County—Fountain Valley, Magnolia No. 2; Orange: Center, Cypress, Kilfer, West Orange; Savannah.

Riverside County—Alberhill, Palo Verde Valley District, Riverside City: Irving.

San Bernardino County—Alta Loma, Colton Union High School; Colton Elementary: Woodrow Wilson; Fontana: Sierra Street, Seville; *Helendale, *Kelso, *Los Flores, Lucerne, Mt. View, Ontario City, Oro Grande, Red Mountain, Terrace, Trona, Warm Springs, Wrightwood.

San Diego County—Julian Union High, Cuyamaca Rancho High.

Santa Barbara County—*Miguelito.

Ventura County—Mill, Pleasant Valley.

Los Angeles City Schools—Annandale, Barton Hill, Cabrillo Avenue, Carpenter, Commonwealth, Farmdale, Fifty-second Street, Garvanza, Gates, Hansen Heights, Harrison, Hyde Park, Meyler, Monte Vista, Rockdale, Yorkdale, Cambria High School.

Bay Section

San Francisco—Patrick Henry, Sunny-side, and Sunshine Orthopedic.

Oakland—Westlake Junior High School.

Alameda County—Fairmont Emergency, Irvington and San Lorenzo Elementary: San Lorenzo, Ashland, and Sunset, and Summit.

Richmond—Kensington.

* One-teacher school.

Napa County—Atlas Peak.

Marin County—Halleck.

San Joaquin County—Bouldin, Douglass, Elmwood, Everett, Four Tree, Glenwood, Henderson, Houston, Jefferson, Kingston, Lammersville, Liberty, Lincoln, Lafayette, River, Venice, Weston, Woods, Ripon High School, and Tracy Elementary: Central, South and West Park.

San Mateo County—Portola.

Santa Clara County—Jefferson Union, Prunedale, and Intermediate and Washington at Santa Clara City.

San Jose—Willow Glen.

Solano County (100%): The following additional schools give the entire Solano County 100% membership in California Teachers Association for 1940: Allendale, Browns Valley, Canright, Center, Collinsville, Cooper, Crescent Island, Currey, Dixon, Dover, Elmira, Falls, Flodden, Gomer, Grant, Green Valley, Liberty, Maine Prairie, Oakdale, Olive, Owen, Peaceful Glen, Pleasants Valley, Rhine, Rockville, Ryer, Silveyville, Suisun, Tolenas, Tremont, Union, Vaca Valley Elementary, Willow Spring, and Wolfskill.

Sonoma County—Arcadia, Bloomfield, Burnside, Cinnabar, Franz, Freestone, Guerneville, Jonive, Joy, Oak Grove, Ocean View, Rincon, Sotoyome, Tule Vista, Two Rock Union, Windsor Union, Penngrove Branch Junior High School at Petaluma, and Geyserville High School.

Stanislaus County—Yolo Avenue and P Street Elementary Schools at Newman and Empire Union.

Modesto—Franklin and Lincoln Elementary.

Tuolumne County—Chinese Camp.—*E. G. Gridley, Bay Section Secretary.*

Central Coast Section

San Benito County—San Benito County High School.

Monterey County—Bay, Blanco, Buena Vista, Carmelo, Lake, Palo Colorado, San Antonio Union, Santa Rita, Seaview, Somavia, Springfield, Sur, Tularcitos Union.

San Luis Obispo County—Avila, Branch, Cuyama, Fair View, Morro Union, Paso Robles—Grammar, Santa Manuela.—*T. S. MacQuiddy, secretary.*

* * *

Science of Psychology

RAYMOND HOLDER WHEELER, University of Kansas, is author of an authoritative college text on psychology, published by Thomas Y. Crowell Company and now appearing in its second edition. The entire book has been rewritten, reorganized and abridged in the light of ten years of successful use.

INDUSTRIAL ARTS TEACHERS

In Memoriam

Gladys Pearl Ensign, age 40, teacher in Compton Elementary Schools for 15 years, the last 12 of which she had served as principal of Colonel Lindbergh School. She not only was known as a capable teacher, but was extremely active in work of the Parent-Teacher organization and was a member of Compton Business and Professional Women's Club.

Rilla G. Lane, native of Iowa, graduated with honors from Drake University, came with her family to California and graduated from Stanford. She then became a teacher of English, Pasadena High School, 1907-1924. She retired some years ago and passed away recently at California Teachers Association Southern Section Teachers Welfare Home, Pasadena.

Susie Green, age 83, of Nevada City—veteran and beloved teacher of that region; she taught two and three generations of children in the same families.

* * *

Builders of the West

A New State Educational Service

DIRECT information on available sources of reading material on the authentic stories of the Builders of the West, now ready for public use by the inauguration of a new educational service Self-Education, is announced by Dr. Walter F. Dexter, Superintendent of Public Instruction.

Builders of the West, the first in the series of bulletins published monthly as the main feature of this individual study-course, has been developed under the direction of George C. Mann, chief, Division of Adult Education. These bulletins have been prepared under supervision of special committees of well-known educators, who have examined hundreds of books, and have consulted with committees of leading educators in public schools, universities, and public libraries in the interest of providing a method of individual study easily available to every adult in California.

The Builders of the West bulletin includes in its material of reading-references, books about John Sutter, John Bidwell, Brigham Young, and many of the other pioneers of the west. This bulletin has been sent to every public library in the state for inspection by those interested. Address 660 Mission Street, San Francisco.

IN CALIFORNIA SEPARATE JUNIOR HIGH SCHOOLS

Louie S. Taylor, Santa Barbara State College

SCHOOL administrators in California realized early that the junior high school movement had advantages not found in other secondary school systems.

They became aware of the fact that the adolescent population had specific needs, and during the past two decades have established 132 distinctly separate schools to meet this challenge.

Since the demands of this new system necessitated a varied and thorough program it was soon realized that Industrial Arts must have an important place. Persons specially trained should hold teaching positions in this field.

There are 128,000 children being educated in these junior high schools and 443 industrial arts teachers help make up the teaching staff. This is an average of 970 pupils and 3.5 industrial arts teachers to a school. Figures for individual counties range fairly uniform around the state average. A few exceptions are Santa Barbara County, having an average pupil population of 791, 5.5 industrial arts teachers to a school, and San Bernardino County on the other hand with an average population of 531 and 1.4 teachers of industrial arts.

More than one-third of the total number of teachers are between the ages of 40 and 48, the average falling at 42 years. Sixty-six per cent of these men have their life diplomas, which means that most of them have been teaching in California for more than 5 years. The average length of time is approximately 7 years.

Most of these men have had extensive trade training, shown by the fact that they are found most frequently holding vocational arts type credentials, and that the men employed early in the movement were without academic training. At present, however, 207 of these men, or nearly 47%, have degrees of one kind or another. Most of the professional training was

received in California institutions. Santa Barbara College has trained more representatives than any other institution.

Of the several subjects taught by these men wood-work still occupies first place. General metal-work, however, is running a close second and is a rival for this position. Drafting holds third place; with printing, electricity, auto-shop, machine-shop, and stagecraft following in the order mentioned. Lapidary, hobby-craft and plastics are gaining ground in the more modern schools. The whole trend is toward generalization in all phases of shop activity.

Annual salaries of California industrial arts teachers in these schools range from \$1400 in some of the smaller communities to more than \$3,000 in the metropolitan areas. The average man is earning more than \$2600, with 45% reaching better than \$2700. The men in the higher salary brackets are for the most part those who have had ten years or more of teaching experience and are equipped with a vocational arts type credential.

LOS ANGELES County in almost every case is outstanding. More than half of the industrial arts teachers in the state and nearly half the separate junior high schools are in this county, which also pays the highest salaries and gives the most attention to the advancement of industrial arts education.

* * *

D. C. Heath and Company are publishers of an important new text, *Living Your Life* (comprising group guidance in study, school life, and social living) by Crawford, Cooley and Trillingham, all of Southern California. See February issue of this magazine, page 12, for an extended notice of this significant new book; price \$1.56.

George T. Babcock is Pacific Coast manager for Heath with office at 182 Second Street, San Francisco.

RADIO CURRICULUM

DESIGNING A COUNTY RADIO CURRICULUM TO MEET THE NEEDS OF CHILDREN

Muriel Edwards, Superintendent of Schools, Santa Barbara County

ALTHOUGH teaching with radio is no longer a novelty in the nation, there are some unique features in Santa Barbara County Radio Service to the schools. This service was incorporated in the county educational program at the beginning of the current school year.

This is the first time, as far as we know, that a radio station has given what is practically an additional classroom to every school in an entire county. It is the first time that a county school department has appointed a real radio teacher, and incorporated her teaching as a definite part of every school program.

For some time Georgiana K. Browne had been winning the affection of the children of pre-school age as The Lady from Mother-Goose-Land, in her broadcasts over KTMS.

Teachers and Pupils Participate

Mrs. Browne is rarely equipped for school broadcasting because of her experience as a teacher, her understanding of the modern curriculum designed to broaden pupils interests, and her excellent radio personality. We believe this to be a "new use of a trained teacher," as recommended by J. W. Studebaker, United States Commissioner of Education.

The type of cooperation we have had is a unique factor. Station KTMS has given radio time that was suggested as fitting best into the regular schedule. Monday morning from 9:45 to 10:00 the broadcast is for grades 4 to 8; Wednesday morning from 11:15 to 11:30 for grades 1 to 3. Careful consideration of placement of the broadcast in the school program is important, because time should be spent in preparation, and provision should be made for immediate evaluation by the children.

Teachers suggest topics that will supplement the unit being developed. They return evaluation cards after the

program, and the children's contributions are used in a follow-up program.

Santa Barbara News-Press gives us a page in the Sunday paper which is used for elaboration of the topics of the week's broadcast. Through the cooperation of City Superintendent Curtis E. Warren, we are allowed the time of Winifred Hoey, a teacher, who collects the materials or writes the articles for the radio page.

Newspaper Cooperates

Material used for the page issued the Sunday following the Weather Broadcast is fairly typical of the plan followed. There is a cut of a weather-map issued daily by United States Weather Bureau with a simple explanation of symbols, and how the map is read. "How Weather Comes About" is an article that does not talk down to or over the heads of children. "The Radio Lesson Keyword" is really a crossword puzzle to test understanding of the facts about weather. "Test Your Vocabulary" is a game of matching weather words (as found on the page). Proverbs

and definitions. (Each issue contains a reading-game pertinent to the article. "Found About the Weather" are listed. Under "Work at the Weather" these suggestions are made:

Find out, if you can, are we in a HIGH or a LOW at present? Are we entering it or leaving it?

Draw a map of your own locality and make arrows to indicate the movement of the air and wind.

Keep a record of the weather reports that you find in the daily papers.

Draw a weather picture — of rain, clouds, bent trees, wind-brushed wheat fields.

A FEW of the radio topics are listed:

Primary Grades

Making Ourselves at Home — Good Manners for Everyday Use.

Home As a Safe Place — Safety Devices in our Homes.

Being a Good Neighbor — The Child's Place in the Neighborhood.

We tell Time.

Rain and Its Rhythms.

Stories of Santa Barbara (Legends, Historic Tales, Etc.)

Let's Go to School with Grandmother.

Let's Go Somewhere (Points of Interest in Santa Barbara County.

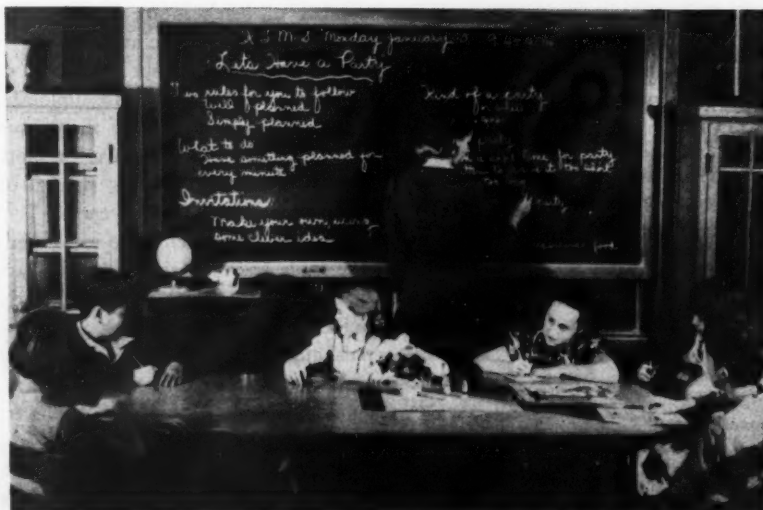
Safe Play for the Summer.

How We Behave — Good Manners for the Everyday Occasion

The Winds that Blow — Poem; Belts of Winds; Uses of Winds

The Work Our Neighbors Do — Some Industries of Santa Barbara County, such as Glass, Sugar Beet

Fifth Grade children listen to radio broadcast while teacher writes significant points suggested



Making the Calendar
Conservation

We Look at Clouds

Planting Our Crops

Schools of Today (Health)

Let's Go Somewhere (Landmarks of Our
County)

Let's Have a Party

Each program offers a number of possible "leads" in varying degrees of difficulty, so children of differing grade levels may all find some interest in the follow-up.

In considering launching such a program, these points should be borne in mind:

1. Participation should be voluntary.
2. Broadcasts should fit into the school program and not be an additional burden to the teacher.
3. The broadcaster should be a trained person with classroom experience, capable of writing good script and having a personality with appeal to children of all ages.

* * *

Central Coast News

Marjorie Dunlap, Watsonville

SAN LUIS OBISPO city schools are engaged in a new program of curriculum study, under direction of Dr. Violet G. Stone, professor of education at Chapman College. Nine committees composed of teachers, supervisors, and administrators are at work on various phases of organization, philosophy, content, and classroom technics, holding bi-weekly conferences and study groups.

San Benito County Board of Education approved in July 1939 the Teachers Guide prepared by county teachers to show the minimum requirements for each grade. This guide is being put into practice this year, and will be extended and enlarged on the basis of current experience. Since this is the expression of the ideas of the teachers themselves, it is believed that it will really meet the needs of the group. It allows for individual initiative as it does not specify methods.

Under Grace V. Widemann, principal, and Mrs. Catherine Birch, speech teacher, Gonzales Elementary School has placed a new emphasis on dramatics. They are using this device to stimulate interest in academic work, to develop good speech habits, and to give students self-confidence and desirable personality traits. They are very pleased with the results so far. The children, directed by their teachers, have written many plays, such as Pygmalion and His Statue,

The Pipes of Pan, The Painter of Seville, and several based on California history.

As part of the infantile paralysis drive, pupils of San Benito County submitted original posters which were displayed in the American Legion Annex. Prizes were awarded by a committee composed of C. C. Trimble, district superintendent of schools, and Lila Melendy, county superintendent of schools.

Under direction of Mrs. Maude Byer, rural supervisor of vocal music, rural schools of Santa Cruz County have organized a glee club, to serve as an extra-curricular activity and meets once a week after school hours. About 80 mixed voices of 7th and 8th grade levels make up the club.

Monterey Elementary Schools have carried on a very extensive health program this year. All children in grades 1-4 and those in the upper grades who seemed to need it were examined by the school doctor; there will be check-up examinations each year. With cooperation of the county health department all children were given a Shick test. Those who had positive reactions were given the diphtheria immunization. After the third injection, the Shick tests were given again. And each child who had not been vaccinated for smallpox within the last 5 years was vaccinated this year.

A visiting-teacher program has recently been instituted in San Luis Obispo schools, with Elizabeth Mercer engaged to administer to the academic needs of boys and girls in the county tuberculosis sanitarium and to others who are unable to leave home for regular school work.

Lillian Brinkman, chief of the nutrition service, California State Department of Health, spent several days in San Luis Obispo County holding meetings with teachers to discuss the subject of children's lunches. She distributed interesting leaflets published by California Department of Public Health.

In return for commodities distributed by SRA, Gonzales Elementary School cafeteria is serving free lunches to 100 undernourished children. A local WPA employee is assisting as manager, and upper grade children help with the work. The cafeteria serves paid and free lunches.

With four charter members, Boulder Creek High School has organized a chapter of California Scholarship Federation. Mrs. Frances Girvin, faculty advisor, and Mrs. Mary Tyler of Watsonville, central regional vice-president of the federation, presided at the meeting and presented the pins.

Otto W. Bardarson, superintendent of Carmel Unified High School District, has been appointed chairman of the section meeting on school publicity at the annual conference of California Secondary School Principals at Long Beach, March 18-20.

Bids have been submitted for construction of the new Carmel Junior-Senior High

School. Decision on the bids will be made soon and work will begin immediately thereafter. Completion of enough units should be possible by September 1st to accommodate the 300 expected high school students.

Mrs. Elizabeth Bent of San Jose is completing a class in Social Studies in the Elementary School for teachers of San Benito County schools. In February she started her second class, Curriculum Reorganization in the Elementary Schools. She is still carrying on her work with Watsonville Elementary teachers, working on curriculum revision based on social studies.

Teachers of Santa Cruz County one-room schools had as speakers at their last meeting A. Mae Lord of Watsonville and Vesta E. Vail of Santa Cruz. They discussed the orientation problems of 8th grade pupils entering high school and showed how these students could be better prepared to meet the new situations. The meeting was well attended and was exceedingly profitable.

San Luis Obispo County Music Teachers Association met January 21 in San Luis Obispo. President Herbert Dunlap announced the following dates for the spring music festivals: March 8, High School Vocal, at Atascadero; April 7, Elementary Vocal, at Arroyo Grande; and May 10, High School Band, at San Luis Obispo. Leaders will be announced later.

Paul Levy, vice-principal, Santa Cruz High School, has completed a job-survey; 793 questionnaires were sent to employers. The object was to compare the actual employment situation with vocation courses offered by the school and enrollment in those courses. It was learned that 24% of the students are engaged in trade and industry, and 22% are enrolled in the trade courses. The greatest discrepancy is in the field of salesmanship where 15% are employed as compared with only 2% enrolled in the new merchandising courses. New courses are planned to meet the needs of the 15% who are engaged in physical labor.

* * *

Dr. Fletcher H. Swift, professor of education, University of California, is an international authority in the field of financing public and private education.

Recently from the University of California press is the 5th in his monumental series of researches upon European policies in this field. This volume of 300 pages is the last of the series and deals with England and Wales. The first four studies, dealing with France, Czechoslovakia, Austria and Germany, have already been published.

The complete series comprises over 1,000 pages and includes many tables, charts and bibliographies. California is honored by having this brilliant international scholar as one of her resident teachers.

ELEMENTARY HOBBYCRAFT

HOBBYCRAFT IN THE ELEMENTARY SCHOOL

William Dresbach, Principal, Pescadero Elementary School, San Mateo County

WE had been aware of the need for some type of handicraft activities for some time. However, we were confronted with the same difficulties so many other schools have. We have no extra room which could be used for a small shop and a room for home-making work.

We then tried to find activities which would not require such facilities. We were amazed to discover there are a great many — model-boat building, airplanes, leathercraft, copper-work, wood-burning, knitting, weaving, crocheting, wood-carving, coping-saw work, novelty-craft, work in plastics, etc. None of these requires a great deal of space.

Now the next problems were concerned with the organization of the program and the materials needed. It was decided that the best way to work it would be as a club organization. Each of the three teachers were to supervise one of these groups. The 6th, 7th, and 8th grades were to be included. The time was to be Tuesday and Thursday afternoons from 2:00 o'clock on.

In one club leathercraft and weaving (also linoleum block-printing) was to be carried on, another included the needlecraft skills, and the third model-boat building, model airplanes, metal work, woodcarving, woodburning, and constructing small pieces of furniture.

Now for materials: A visit was made to a store in San Francisco handling leathercraft materials. Very fine cooperation was given. For approximately \$14 tools, instruction materials, and a few sample projects were obtained. There were enough tools for a group of 8 or 10 students. That doesn't mean that there were that many of each tool, but there are so many different processes involved that they are not all using the same tools at the same time.

Kits may be used at first for making

such projects as purses, pouches, wallets, key-tainers, belts, etc. These consist of the pieces of leather already cut out and the necessary hardware, such as snaps, zippers, etc. Also the lacing. Later, when more skill has been acquired, a large piece of leather may be purchased and the project cut out. This is much cheaper. Some of the tools may be home-made, such as orange sticks and nails.

For the woodworking activities the following materials were purchased: One syncro saw (an electric jig-saw which is driven by a vibrator, cost \$10. It is much safer than the regular jig-saw and less expensive. A kit consisting of a small electric drill, and an electric grinder (one of those marvelous little tools which utilizes a great variety of gouges, routers, grinders, sanders, tool-sharpeners, etc. It is excellent for wood-carving and model-making).

Then there were a few hand-tools — a set of chisels, two hammers, two planes, two spoke-shaves, two vises, one cross-cut saw, one rip saw, two draw-knives, coping-saws, two wood-carving sets, brace and set of bits, two wood rasps, two ball-pen hammers, one straight tin-snip, one curved tin-snip, and one sharpening-stone. A few additional tools were already owned by the instructor.

For needlecraft the only tools needed at first were needles. Of course there are different types but they are inexpensive.

All together there was an outlay of about \$50.

Now there is the question of how this cost was met. Most of the tools were paid for by regular school funds. The rest was handled by our student-body fund. We are fortunate in having a PTA which gives a card-party annually and thus contributes quite a sum to our student-body. The program is being continued entirely by means of this fund. By that I mean

the materials such as lumber, wool, leather, paints, nails, screws, copper, etc. are bought by the student-body. Those who are able pay for those materials as they are used. Of course we never break even but there could not be any worthier use of that money.

As to the success of this venture. At the end of one month of operation it was amazing how many well-made and worth while projects had been completed. Our student-body had a meeting centered around hobbies. There was a hobby show displaying these fine pieces of work. The parents were invited.

Also there was a hobby lobby. The office was used as the studio. In it was the microphone connected by a long cord to the radio in the assembly-room. The radio served as the amplifier or public-address system.

It was by far the outstanding meeting we have had. On display were knitted scarfs, woven purses, a belt of leather, a wallet, tooled coin purses, boats, wooden sewing kits, etc. Then there were a few other hobbies displayed which had previously been acquired, such as collections of rocks, stamps, etc.

Since this show many more projects have been developed. The girls are wearing sweaters they have knitted, novelty belts, photograph albums with a crackle-finish, knitting bags, taboretts, trays, a toothbrush holder, a soap holder, carved book-ends, etc. There are several fields of activities which we have not yet had time to develop. That's the beauty of it. It has so many possibilities.

The activities are carried out right in the classrooms. All available tables are made use of. In woodwork and leathercraft, of course, these tables are covered with wrapping-paper. So far they have not suffered in the least.

AS a result of our activities hobbies have certainly arrived at an important position in the lives of our students. Tuesdays and Thursdays are days on which it is very difficult to get the intensely-interested pupils to leave. They say, "Staying after school

is a pleasure." One issue of our school paper was devoted to hobbies.

It is a common sight to see a group of girls at noon time sitting together out on the playground working on their projects and a social get-together at the same time. Several parents have become interested and come to school to ask information when met with a problem. One boy's parents are furnishing him with materials for a shop at home.

In February we allowed the students to change to another type of activity if they wished. Thus they may have found another hobby to make their leisure time in life filled with interest, pleasure, and a feeling of accomplishment.

* * *

Richard L. Davis, principal, Washington Elementary School, Selma, Fresno County, is superintendent of recreation for that city. Max L. Rosenberg Foundation of San Francisco granted \$2,000 to Selma for the construction of a recreational building on the Washington School grounds. Built as an NYA project, the edifice serves as a pre-school center, all-purpose social recreation center, hobby, shop, arts and crafts, and play-room activity for younger children.

* * *

Easy Growth in Reading

Easy Growth in Reading by Gertrude Hildreth, Teachers College, Columbia University, Allie Lou Felton, Mabel J. Henderson, Alice Meighen and collaborating editors and authors: beautifully illustrated; published by John C. Winston Company.

KEYED to child interest throughout, the attractive new reading program is a definite answer to the modern demand that the reading process be made easier and more alluring to the young child.

Recognizing that learning to read is an individual and difficult problem, this set features reading readiness before each unit, allowing for proper grouping of children and individual progress according to ability.

Particularly outstanding are two large "readiness" books for beginners, in full color, replacing the traditional chart.

Written in charming style, these books provide joyous reading as a necessity to reading growth. The materials are organized in two easy interlocking levels of growth for each grade, with three levels for the pre-primer stage.

Child-centered themes include gay birthday parties, fun in rain and snow, jungle-ville and the farmyard, fairyland and the cir-

cus parade, children in other lands, the seasons and holiday fun.

Our Picture Book, 32 pages. \$5.60

Our Story Book, 40 pages. \$6

Pre-Primer Level One, Mac and Muff, 48 pages. 28 cents

Pre-Primer Level Two, The Twins, Tom and Don, 32 pages. 24 cents

Pre-Primer Level Three, Going to School, 32 pages. 24 cents

Primer Level One, At Play, 128 pages. 64 cents

Primer Level Two, Fun in Story, 128 pages. 64 cents

First Reader Level One, I Know a Secret, 160 pages. 80 cents

First Reader Level Two, Good Stories, 128 pages. 72 cents

Second Reader Level One, Along the Way, 192 pages. 88 cents

Second Reader Level Two, The Story Road, 144 pages. 80 cents

Third Reader Level One, Faraway Ports, 256 pages. 92 cents

Third Reader Level Two, Enchanting Stories, 192 pages. 88 cents

* * *

Gift of more than 400 volumes of agricultural books from library of the late W. S. Guilford, assistant to general manager of Farm Credit Administration in the West, to the California Polytechnic School at San Luis Obispo, was recently announced. Included in the gift are many volumes and complete sets which could no longer be duplicated.

* * *

California Palace of the Legion of Honor (Thomas C. Howe Jr., director) and M. H. DeYoung Memorial Museum, both in San Francisco, jointly announce their monthly programs of exhibitions, art classes for children, Saturday activities for children, gallery talks, discussion groups, radio programs, organ recitals and moving pictures.

WINTER'S FAREWELL

I CLIMBED up to a mountain top

Where winter's trembling hand was letting go its grip.
Fingers of white snow still curled around the rocks

And great big trunks of trees were cool, and dripping.
Dark and rough they were, and garlanded with moss.

I slept, and then awakened from the patter on the roof

To find both rain and snow,
Falling upon the high-up branches of the red-wood trees.

Who knows, thought I, how many seasons you have stood,
In youth, in middle age, and now old age,

Still lifting your cathedral trunks straight up to warmth and light
For an eternity?

Frances Schumann Howell
Pasadena Junior College

Motion Picture Committee, Department of Secondary Teachers, N. E. A., recommends *Group Discussion Guide*, including Photoplay studies, now in its fifth volume. Issued by Educational and Recreational Guides, 1501 Broadway, Room 1418, New York City, these bulletins provide live, critical material, published on a non-profit basis, and under responsible professional sponsorship.

* * *

Pittsburg's Forum

PITTSBURG, Contra Costa County, is, during this semester, experiencing a very successful forum series. By carefully laying the foundation, this first attempt at a forum is becoming increasingly popular.

A central forum committee was organized through an appeal to the presidents of civic organizations. A meeting was held at which six organizations were represented. The most difficult phase of the program had been accomplished.

The forum committee became enthusiastic over the plan and consented to advertise and promote the plan in each of their organizations. It was decided to hold a series on the general subject of American's Relations to the World of Today. The plan was then announced as a community project. Able speakers were secured and the publicity program got under way. The school was kept in the background while the community, through its organizations together with the names of the committee members, was given full credit for the project.

The committee is enthusiastic over the success of the series. Plans are already under way for two forum series for next year.—
W. E. Moser, Ed. D., principal, Pittsburg Evening High School.

1940 OREGON SUMMER SESSIONS

UNIVERSITY OF OREGON

Eugene, June 17

Art, English, Languages, Social Sciences, Education, Physical Education, and 14 other subjects. Four-week Post Session.

OREGON STATE COLLEGE

Corvallis, June 24

Home Economics, Industrial Arts, Vocational Education, Science, and 14 other departments. Five-week Second Session.

PORTLAND SUMMER SESSION

Portland, June 17

Remedial and clinical work in special education. Wide range of other subjects. Metropolitan environment.

INSTITUTE OF MARINE BIOLOGY

Coos Bay, June 17

Undergraduate and graduate courses specializing in marine botany and zoology.

OREGON COLLEGE OF EDUCATION, Monmouth; SOUTHERN OREGON COLLEGE OF EDUCATION, Ashland; EASTERN OREGON COLLEGE OF EDUCATION, La Grande

June 10

Art, Music, Education, English, Physical Education, Science, and Social Science, centering on elementary-school field.

*Send for Preliminary Announcement
Listing Courses in All Sessions*

ADDRESS:

DIRECTOR OF SUMMER SESSIONS

Oregon State System of Higher Education

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Authorized by State Board of Higher Education

Arts and Crafts

CALIFORNIA College of Arts and Crafts of Oakland announces plans for its 34th Summer Session. As in previous years, the Summer curriculum will appeal to hobbyists as well as to professionals, public school teachers and supervisors in the arts and crafts and to students, to all who wish intensive study, under authoritative specialists.

Leading among visiting instructors will be Emmy Zweybruck, Viennese expert in practical graphic and textile design, whose first courses here last summer attracted widespread attention and many requests for her return. This summer Miss Zweybruck will also offer advanced work for the benefit of students who began with her last summer.

Miss Zweybruck is internationally known as a designer for industry and as an illustrator and decorator. In addition to executing many commissions for the chief paper and textile firms here and in Europe, she has served as an advertising counsellor and has taught in the noted Cizek School in Vienna, in her own school, in the International School of Art, the Berkshire School and in Columbia University.

In addition to industrial design courses taught by visiting instructors, members of the regular and visiting faculty of the College will offer a full curriculum of courses in all art media, in drawing, painting, modern composition, design and in the hobby crafts. The College has new and especially well-equipped laboratories for practical work in photography, pottery and other ceramic worker, art metal and jewelry work, book-binding, woodcarving, leather work, silk-screen printing on paper and textiles.

* * *

Pacific Arts Association

PASADENA will play host to Pacific Arts Association when artists and teachers from seven western states and Hawaii convene April 4-6.

Spacious Hotel Vista del Arroyo promises to be a gallery extraordinary as headquarters for the conference. Foyers and drawing-rooms of the hotel are to be converted into intimate exhibition-rooms for the work of young school artists. Similarly, flower arrangements, ceramics, sculpture, metalwork, and wood-carving will be set up with an eye to actual background.

Margaret Erdt, president, with her committee chairmen, has planned the 1940 convention with complete utilization of all local facilities in mind. Proximity of the studios offer visiting opportunities unique to this section of the nation.

Variety and practical suggestion will be so featured in the 1940 conference as to offer the conferees tangible inspiration for the coming year. — Catherine Conkey, Publicity Chairman.

University of California

SUMMER Sessions of University of California on both the Berkeley and Los Angeles campuses will extend from July 1 to August 9.

The offering of courses for teachers and supervisors, who wish to continue work for certification or to do further graduate study, is exceptionally strong. While every course is not duplicated on both campuses, there is an impressive program listed in the announcements from both Berkeley and Los Angeles.

With interest developing throughout the United States in Pan-Americanism, it is timely to note that the University of California plans for a series of summer courses, conferences, and public lectures dealing with Latin-American issues. Visiting professors from Mexico, Cuba, and Argentina will participate. All the governments of Latin America have been invited to send special delegates to the Second International Congress of Professors of Ibero-American Literature to be held on the Los Angeles campus next August 12-17.

Courses will be given as usual in the sciences, languages, art, economics, political science, physical education, music and other departments.

Information in detail can be obtained from the deans of the Summer Sessions at Berkeley or at Los Angeles.

SUMMER SESSION



SCHOOL OF THE THEATRE JULY 1 TO AUGUST 9, 1940

The eleventh Summer Session of the Pasadena Playhouse offers six weeks' intensive training in dramatic arts. Six units of University of California at Los Angeles credit. Special courses in the art of acting, play production and play direction . . . as well as playwriting, cinema and radio technique, make-up, stage-craft, theatre research, stage lighting, management, psycho-dynamics, eurhythmics, stage dances.

For admission two years of college work are required. While courses will appeal to anyone interested in the theatre, they have particular value to teachers, directors and staff representatives of Little Theatres. A fresh viewpoint on professional problems and new inspiration for the work of the year ahead.

Sixth Annual Midsummer Drama Festival runs concurrently with Summer Session.

Write General Manager for complete details.

GILMOR BROWN CHAS. F. PRICKETT
Supervising Director General Manager

PASADENA PLAYHOUSE
34 S. El Molino Ave. Pasadena, Cal.

The Facts of Life

WE Grow Up, a beautifully illustrated and printed bulletin of 40 pages, published by U. S. Public Health Service, Washington, D. C., meets the informational needs of adolescents, ages 12-15. A mimeographed version of this booklet was sent for criticism to a selected list of health educators, physicians, nurses, teachers, school principals, school administrators, and parents. On the basis of their criticisms the manuscript was further revised before being sent to the Government Printing Office. This first printed edition is used for testing purposes before planning a larger edition available to the public.

Teachers interested in sex education may obtain this bulletin by addressing R. A. Vonderlehr, Assistant Surgeon General, Washington, D. C.

* * *

Adrien Aitken, teacher of physics, Tamalpais Union High School, Marin County, is the author of numerous scientific papers published in professional journals and a booklet published by Macmillan. Recently, in School Science and Mathematics he published an account of an original acceleration experiment which he developed in his class work.

CALIFORNIA COLLEGE OF ARTS & CRAFTS

OAKLAND

(STATE-ACCREDITED)

34th SUMMER SESSION

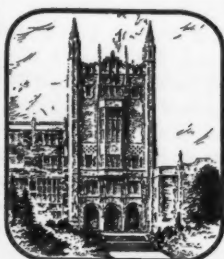
June 24 to August 2, 1940

Advanced courses in INDUSTRIAL DESIGN under EMMY ZWEYBRUCK, internationally known Viennese authority. PROFESSIONAL AND TEACHER TRAINING COURSES in all art media in DRAWING, PAINTING, DESIGN and modern composition under specialist teachers. HOBBY CRAFT COURSES in newly equipped workshops. Campus, College and Broadway, Oakland, California.

WRITE FOR ILLUSTRATED CATALOG S OR TELEPHONE
HUMBOLDT 3700

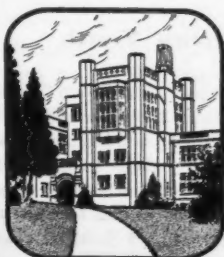
Occupational Survey for San Francisco Youth is a 24-page bulletin, proceedings of a meeting of representatives of leading civic groups, in response to an invitation of Joseph P. Nourse, superintendent of San

Francisco Public Schools. This important and representative document, vividly portraying the need as seen by community leaders, is of particular interest to counselors.



Kerckhoff Hall is the center of student activities on the campus of the University of California at Los Angeles.

On the Berkeley campus, Stephens Memorial Hall is the Students' Union.



To explore recent advances in KNOWLEDGE

Progress being made in education, the arts, and the sciences is reflected in the courses offered at the Summer Sessions of the University of California. Whatever your field, you will find classes of unusual interest which will expand your knowledge and your professional skill.

From every State and territory in the Union and from foreign lands, more and more students are attracted to these

campuses by the variety and scope of summer courses and the assemblage of outstanding instructors. For Californians they are right at hand.

For Announcement of Courses, address: Dean of the Summer Session, University of California, Berkeley; or Dean of the Summer Session, University of California at Los Angeles, 405 Hilgard Avenue, Los Angeles, California.

UNIVERSITY of CALIFORNIA

Summer Sessions :: July 1 to August 9

BERKELEY and LOS ANGELES

English in Action

Third Edition

Course One, Illustrated, 446 pages \$1.08.
Course Two, Illustrated, 452 pages \$1.08.
(Courses Three and Four, and a Two-book edition ready in March.) By J. C. Tressler, head, Department of English, Richmond Hill High School, New York City. D. C. Heath and Company.

THE prominent place held by Tressler English in Action series in a field where good English texts are nu-

merous and competition is keen is further strengthened by the new (third) edition, which preserves the virtues of the previous editions and adds many new ones.

Such new units as Exploring Your School and Community, Choosing a Vocation, Social English and Behavior, Persuading and Announcing, and others, are all pointed at stimulating pupils to make a vigorous attack on the mastery of effective English.

It is the author's belief, a belief founded on many years of classroom experience, that the separation of the language activities

from the grammar gives teachers the most flexible and workable arrangement. As before, the third edition offers a vital activities program, based directly on the experiences, natural interests, and capacities of boys and girls of varying abilities, with a separate section in the form of a Handbook conveniently arranged for quick reference, which provides drill on the fundamental language skills.

As in the previous Tressler books, the major emphasis is on the language activities most frequently used, including a great deal of effective material for speech training, and on functional grammar. Grammar, as the author says, for style, for punctuation, for silent reading, grammar, not only for but in use. If anything, in this new edition, the explanations are couched more simply and are more aptly illustrated than before.

One interesting feature noted in the Third Edition is the use of unified, continuity exercises in the Handbook; those in Course One based on our country, in Course Two on natural history; another is the greater correlation throughout the books with other subjects in the curriculum, particularly social studies and natural science. Teachers will, we think, be impressed with the effort made in these books to train pupils in discussing, recognizing, and resisting harmful propaganda—the most successful effort in this direction to date.

In the belief that testing is a most essential part of teaching, the author has supplied a great many varied mastery and diagnostic tests, constructed for easy scoring by either the teacher or the pupil. Tentative norms for the tests are based on about 9,000 scores of tests given in the high schools of eleven states.

WE were struck at once by the distinctive new format, featuring a clean-cut, inviting page, full-page halftones, and lively cartoons, and by the unusual color combinations of the bindings.

George T. Babcock is Pacific Coast manager for Heath, with offices at 182 Second Street, San Francisco.

* * *

American Youth

Youth, a program for action recommended by American Youth Commission of the American Council on Education, is an important 12-page bulletin relating to youth's jobs, health and schooling; Floyd W. Reeves is director of the Commission with headquarters at 744 Jackson Place, Washington, D. C.

MINNESOTA Summer Session

The best proof of the value of Minnesota's summer sessions is their large enrollment. More than 800 courses cover all fields of interest, with especial emphasis upon those leading to Baccalaureate or Advanced Degrees in Education. • More than 500 educators, many of national and international reputation, plus advantages of the University's great Library, Laboratories, and Research facilities, create an outstanding opportunity. • Two terms—the first beginning with registration Monday and Tuesday, June 17 and 18...registration for second term, Monday, July 29.

Write NOW for complete Bulletin
DIRECTOR OF SUMMER SESSION

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HARRINGTON WELLS, Director, School of Natural Science
Santa Barbara State College - Santa Barbara, California

Visual Aids in Safety Education, a 32-page bulletin prepared by Safety Education Projects of NEA Research Division, may be obtained by addressing the National Education Association, 1201 16th Street, N.W., Washington, D. C., price 25 cents. It is one of a series supplementing the material contained in 1940 Yearbook of American Association of School Administrators.

* * *

San Diego Round Table

EIGHTEENTH Annual Round Table Conference sponsored each year by San Diego State College will be held on May 3-4.

The general theme of the conference has been selected as Teacher Education: Pre-service and In-Service. Problems of the teacher and the administrator will be presented by prominent educators from the field, followed by open discussion.

Dr. W. J. Klopp, Long Beach Public Schools, is the 1940 chairman. Dr. Klopp promises a most worth while program and invites interested educators to attend the conference and to participate in the discussions of this timely topic.—Dr. C. H. Siemens, Secretary, 1940 Round Table, San Diego State College.

* * *

Superior Curricula

CALIFORNIA attained very high rating in a recent survey of 1714 courses-of-study, made by Curriculum Laboratory at Teachers College, Columbia University, New York City.

California had 125 curricula selected as outstanding, including San Mateo County, Los Angeles County, Los Angeles City, Long Beach and Fresno. These counties and cities merit hearty congratulations upon the nation-wide recognition thus given to their elementary school curricula.

Teaching of Nature Study

New Edition of Notable Book

HARRINGTON Wells, associate professor of biological science, Santa Barbara State College, and director of the Field School of Natural Science (summer session) there, has prepared a revised edition of his handbook for teachers entitled *The Teaching of Nature Study and the Biological Sciences*. An entire chapter is devoted to a survey of California from the viewpoint of economic biology. Issued by Christopher Publishing House, Boston, it comprises 340 pages with 40 illustrations: Price \$4.

Audubon Nature Camp

A unique camp for the promotion of conservation through special training of teachers, youth leaders and others interested in stimulating more nature-study, conducted each summer on an island sanctuary in Muscongus Bay, Maine, is Audubon Nature Camp for Adult Leaders, operated at cost by National Association of Audubon Societies. It will open for its 4th season **June 14**.

Enrollments may be made for one or more of 5 two-week periods. For illustrated folder, write to Camp Registration Department, National Association of Audubon Societies, 1006 Fifth Avenue, New York City.

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AND
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IMAGINE a campus within a few minutes of world-famed Waikiki Beach! Imagine a fully accredited university located almost in the shadow of stately Diamond Head! That is the University of Hawaii . . . where facilities for play are equalled with facilities for study. A distinguished faculty from both sides of the Pacific . . . both graduate and undergraduate courses . . . a never-to-be-forgotten vacation with students from the world around.

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BOOK PASSAGE NOW SPACE AT A PREMIUM

COST: As little as \$300, all-inclusive. Round trip steamer fare, board, room and tuition.

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Director of Summer Session, University of Hawaii, Dept. B, Honolulu, T. H.

Please forward to me complete information about courses and instructors for your 1940 Summer Session.

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Canadian Pacific Railway.....	6	Oregon Summer Sessions.....	44
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Gel-Sten Supply Co.....	37	Row, Peterson & Company..	4th cover
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GINN and Company's splendid Good Reading Series (by Cross, Smith, Stauffer, Coulette) with accompanying workbooks and teachers manuals, quickly won national popularity when it appeared 9 years ago.

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the material may be reorganized to fit pupils interests and experiences or other school activities.

* * *

The Physically Below-Par Child (changing concepts regarding his care and education) is a 20-page report of a committee of National Tuberculosis Association, New York City. Because of the nationally-universal relief problem, material of this sort is particularly timely and useful.

* * *

American Association of Junior Colleges has received a grant of \$25,000 from the General Education Board, of New York City, to finance a series of exploratory studies in the general field of terminal education in the junior college. Approximately 500 accredited junior colleges are now found in the United States.

The new study will include a large proportion of the junior colleges in the United States. It will be sponsored by a nationwide representative committee, including

Aubrey A. Douglass, chief of the division of secondary education, State Department of Education; Rosco C. Ingalls, director, Los Angeles City College, representing California Junior College Federation. Director of the study will be Walter Crosby Eells, executive secretary, American Association of Junior Colleges, Washington.

* * *

St. John's College, Annapolis, Maryland, is the theme of a photographic essay in Life issue of February 5, developing the thought that "at this school the classics have come into their own once more." The richly illustrated and stimulating article has had a wide reading among school people.

* * *

The Builders

Dedicated to the Industrial Arts Teachers of America

A. C. Phillips, Teacher of Woodwork, San Luis Obispo City Schools

IN dreams are more wonderful castles
Than ever were seen by the eye,
Their battlements gleaming with jewels,
Their spires in a roseate sky.

We wake—the ecstatic illusion
Still warming the heart with its glow—
And we view the dull heavens and wonder
How dreams such enchantment could know.

Would you build for yourself such a castle
As this that a dream world has shown,
If I gave you the plans and a picture
And showed you the tools and the stone?

Would you furnish the labor and mortar
To fit every stone to the wall,
Content that for remuneration
Just being the Builder was all?

You will need to be careful, O, Builder,
Nor let the rough-hewn stones annoy;
For fairness and love is the mortar,
And each separate stone is a boy!

He is eager to help in your building,
He wants to be guided and learn,
If the master is earnest and patient
And gifted with eyes to discern.

You can teach him the love of creating,
The beauty of structure and line;
Till he gives his whole heart to that castle,
More fair than e'er looked on the Rhine!

He will make each new day more abundant,
As the soul of him grows and expands;
He will know his own shop as his castle,
And his glory the tools in his hands!

CALENDAR OF COMING EVENTS

March 7-14 — California Conservation Week; 6th annual observance.

March 9 — C.T.A. Southern Section; regular meeting. Biltmore Hotel, Los Angeles.

March 9 — Alameda County Educational Association; annual luncheon. Hotel Oakland.

March 9 — School Library Association of California, Northern Section; open council meeting. Salinas.

March 13-15 — Daughters of the American Revolution; state conference. Mission Inn, Riverside.

March 14-16 — Columbia Scholastic Press Association; annual meeting. New York City.

March 15-17 — California Association for Health, Physical Education and Recreation; annual conference. Long Beach.

March 17-23 — National Wildlife Restoration Week; address National Wildlife Federation, 410 Normandy Building, Washington, D. C.

March 17-20 — California Elementary School Principals; 2nd annual conference. Santa Barbara.

March 18-19 — Federated Business Teachers Association of California; annual meeting. Biltmore Hotel, Los Angeles.

March 18-20 — Association of California Secondary School Principals; annual conference. Long Beach.

March 24 — Easter.

March 25 — National High School Poetry Association. Closing date for submission of manuscripts.

March 30 — C.T.A. Bay Section Council; regular meeting. Sir Francis Drake Hotel, San Francisco.

March 30-April 5 — Music Educators National Conference biennial convention. Los Angeles.

April 4-6 — Pacific Arts Association; annual convention. Pasadena.

April 6-13 — Youth Week in Los Angeles.

April 12-13 — California Educational Research Association, Northern Section; annual meeting. Chico.

April 12 — C.T.A. meetings, State Committees and Board of Directors. San Francisco.

April 13 — C.T.A. State Council of Education; annual meeting. San Francisco.

April 13 — Southern California Junior College Association; spring meeting. At Los Angeles City College.

April 13-14 — California Youth Legislature; 3d annual session. Los Angeles.

April 14 — Pan-American Day; 50th anniversary of the founding of Pan-American Union.

April 17-20 — Public School Business Officials Association of the State of California; annual convention, Hotel Del Coronado.

April 20 — California Elementary Principals Association; spring conference. Civic Auditorium, San Jose.

April 20 — California Elementary School Principals Association, Central Coast Section; conference. San Luis Obispo.

April 22-26 — California Public Schools Week; 21st annual observance; Charles Albert Adams, chairman, State Committee.

April 24-27 — American Association for Health, Physical Education and Recreation; annual convention. Hotel Stevens, Chicago.

April 25-27 — National Folk Festival, Washington, D. C.

April 27 — California Elementary School Principals Association, Southern Section; conference. Burbank, Los Angeles County.

April 27-May 4 — Boys and Girls Week; national observance.

April 29-May 3 — Association for Childhood Education; 47th annual convention. Milwaukee.

May 3-4 — San Diego State College; 18th annual round table conferences.

May 3-4 — American Council on Education; conference. Washington, D. C.

May 4 — California School Supervisors Association, Bay Section. Robin Hood Restaurant, Oakland.

May 4 — California Elementary School Principals Association, North Coast Section; conference. Garberville, Humboldt County.

May 5-11 — National Music Week; address 30 Rockefeller Plaza, New York City.

May 6-8 — American Red Cross and Junior Red Cross; annual convention. Washington, D. C.

May 7 — Presidential Primary Election.

May 11 — C.T.A. Southern Section; regular meeting. Biltmore Hotel, Los Angeles.

May 12 — Mothers Day; 10th anniversary of nation-wide campaign to make maternity safe.

May 17-20 — Elementary School Principals State Conference; Southern California; auspices State Department of Education.

May 25 — Opening of California's Golden Gate International Exposition. Treasure Island, San Francisco Bay.

Summer of 1940 — American Association for the Advancement of Science; summer meeting, Seattle.

June 7 — Election Day for School Trustees.

June 14 — Flag Day.

June 23-28 — American Home Economics Association; annual convention. Cleveland.

June 30-July 4 — National Education Association; 78th annual convention. Auditorium and Schroeder Hotel, Milwaukee.

July 8-19 — N.E.A. Department of Elementary School Principals; conference on elementary education. Madison, Wisconsin.

August 12-17 — Professors of Ibero-American Literature; second international Congress. University of California at Los Angeles.

August 27 — State Primary Election.

November 5 — General Election.

November 10-16 — American Education Week. Theme: Education for the Common Defense.

California Teachers Association provides its members placement service at nominal cost. Address Earl G. Gridley, 15 Shattuck Square, Berkeley, phone THornwall 5600; or Carl A. Bowman, 408 South Spring Street, Los Angeles, phone TRinity 1558.

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